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## ABSTRACT

The 31 documents included in this compilation of Harcum Junior College institutional research inquiries are designed to assess existing college goals and practices and provide suggestions for new programs. The documents, grouped under eight subject rubrics, reflect some of the current concerns of private women's two-year colleges: (1) alumnae achievements, including a profile of 100 Harcum graduates, and follow-up reports on the graduates; (2) college curricula, programs and other characteristics, including employer-based evaluations of programs, and reports on library circulations, counseling, health care, and general education and career program break-downs; (3) faculty comments, views, and evaluations; (4) student academic achievement, including reports on eating habits, learning receptivity and independent study, grade patterns, honors graduates, and grade distribution; (5) student characteristics; (6) student comments, views and evaluations; (7) freshman applicants, including recruitment information, and an analysis of freshman applications sources; and (8) miscellaneous reports, chiefly indexes to previous institutional research reports and published articles. (NHM)

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## HARCUM JUNIOR COLLEGE

BRYN MAWR, PENNA. 19010

### Harcum Junior College: Self-Assessment Reports - 1975

#### Overview

As Arthur Cohen, Director of ERIC - Junior College Clearinghouse has observed: "By definition, institutional research is problem-oriented - directed towards the problems pertinent to a single institution. Some type of institutional improvement is presumed to be the anticipated outcome. ... Institutional research is - or should be - directed toward providing data useful or necessary in making administrative decisions, and for successful maintenance of college operations. It is sometimes called applied operations research because, at its best, this is what it is."

Whether or not the research inquiries included in this compilation may be so identified, properly, is a decision for the reader alone to make. The subject matter of these inquiries do embrace both problem-oriented and decision-oriented targets, and curiosity, hopefully reasoned, has undergirded many of the individual reports. As has been observed - the basic questions are often the toughest. Whos, whats, wheres, and hows often set the teeth to jangling and hearts to thumping faster than more sophisticated inquiries.

The potential of generalizing beyond the institution in which these studies were conducted rests in the strength of the analogy that the reader is able to draw, conscientiously, between other institutions and Harcum Junior College. It is believed that implications for further research in many of these areas extends far beyond this college to any institution of higher education which seeks to assess - in Abraham Lincoln's words - "where we are, and whither we are tending."

As in the 1974 compilation, the 31 documents included in this compilation of institutional research inquiries are grouped under 8 rubrics. These are:

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It has been the purpose of these Institutional Research Reports and related documents to provide objective and current evidence of how well the college is doing in its various operations. By furnishing timely information to faculty and administrators, policy decisions and practices may be data-based rather than arm-chair 'guesstimated'. This closing of information-gaps is probably the most essential function performed by the institutional researcher.

Early 1976

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Dean of Administration



Office of Research  
IRR 75-8

## HARCUM JUNIOR COLLEGE

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(I)

### A Biography/Profile of One Hundred Harcum Graduates\*

1. Education and college attendance are often thought of in terms of preparation for living. In this document an attempt is made to present a uniquely 'personal' account of selected life-values from among a randomly-selected sample of 100 Harcum graduates who, as of May 1975 had graduated from the College between 5 and 10 years ago. The report contains dimensions of humanness not often found in research documents. How generalizable these findings may be is left to the judgement of the reader. The biography 'portrait' of former Harcum students which emerges from the diverse dimensions discussed, seems quite sharp, quite focussed, and - in my judgement, quite reassuring.
2. The specific reasons for the life-style values expressed by these 100 Harcum graduates are, however, far from clear - a fact that renders them vulnerable to a variety of interpretations; including the most gloomy, as well as the most optimistic. It is not the purpose of this document to seek to identify underlying 'causes' for the attitudes expressed; it is rather, an attempt to assess the contemporary values of these Harcum graduates.
3. How do these young women adjust to a contemporary world which, during the past decade, has become increasingly complex and tension-ridden with international hysteria and hatred? What, in their views, is important in their lives? How do they "use" their education. How satisfied are they with their families (parents and children), their jobs, themselves? To the extent that self-assessments can accurately reflect these and other dimensions of life-styles and value systems, this document attempts to answer these and other questions. In brief, this report asks; what has been the impact of the Harcum experience on their lives; upon their personal, social, intellectual, and vocational development during their early adult years subsequent to Harcum graduation?
4. The questionnaire instrument was designed to elicit responses in five broad classifications. These included:

Personal (self-development) Concerns relating to self, feelings, capacities, needs, identity maturity, values, and goals.

Academic/Intellectual - Educational pursuits, academic experiences, and intellectual interests, including degrees earned, majors, and courses pursued.

Vocational - Career-occupational concerns and experiences.

Social (inter personal) - Concerns about interpersonal experiences, understanding of others, and the quality of relationships with friends of both sexes.

\*) This questionnaire study is patterned, in part, upon one conducted by the Division of Student Affairs, SUNY at Buffalo, entitled "The University Experience. Follow-Up... 967 Freshmen in 1973", published August 1974.

Family (parental and marital) - This extended dimension embraces relationships with and feelings, as well as attitudes, regarding parents, siblings, marriages, spouse, and children.

Throughout this report data are reported extensively in terms of percent in order to compare groups with unlike numerical membership. In general, simple proportions were studied and served as the basis for the assertion that one group more often than another responded in certain ways.

5. The free response format of the questionnaire instrument, which provides opportunities for unique answers and assures richness of data, does involve certain limitations. All that can be fairly said regarding the responses is that a certain proportion of those responding reported a particular perspective or activity. It cannot be assumed that one group would not have agreed with others who responded differently, if limited choices had been offered or answers suggested to the respondents from among which they could choose in multiple-choice or true-false format.

6. In the process of assembling and analysing the responses, it became clear that many of the respondents had devoted very thoughtful effort to their answers. Therefore, to best capture the 'flavors' and quality of these comments, representative ones, unedited, are included as an Appendix to this report. For those desiring a deeper and more extensive understanding of the Harcum graduates 'profiled' in this biography, this Appendix is "recommended reading"!

7. The demographic identification and responses of these 100 Harcum graduates of 1966 through 1970 inclusive, are contained in the following sections of the report. Unless otherwise noted, all percentages reported refer to the total sample of 100, and represent how many, among the 100, so responded. To facilitate quick reference to the major sections of this report, a paginated table of contents follows:

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## I. Marital Status

(A) Married	=	75%	Remarried	=	1%
Single	=	23%	Separated	=	0%
Divorced	=	1%	Widowed	=	0%

The Women's Bureau of the U. S. Department of Labor tells us that today 9 out of 10 American women marry at some time during their lives. It is therefore apparent that among these respondents they are well on their way to reaching this 9 out of 10 marriage rate.

### (B) How do you feel about your marital status? Why?

1. From the divorced respondent - "divorce is a lonely word, especially if a child is involved."

2. From the remarried respondent - "I like being married because it's nice to have a partner to do things with. Since it's my time around, I'm glad to have a second chance, and I'll make the most of it."

3. Among the 23 single respondents only two spoke of "the advantages of being on my own". The remaining 21 all spoke in terms of future marriage. Therefore, if these 21 young women are "successful" in their marriage aspirations, the marriage rate for the group will rise to 96% -- or better than the "9 out of 10 American Women" reported by the U. S. Dept. of Labor.

### (C) If married:

(1) What is your spouse doing (e. g. working, attending school, etc)

Working = 100%

Attending school part-time = 17%

A wide range of occupations were reported, including: teaching; statistician; engineering technician; lawyer; printer; merchandizer; self-employed; real estate broker; dentist; physician; equipment technician; case worker; insurance underwriter; manufacturer executive; bank manager; retail store manager; auditor.

(2) How do you feel about what he is doing?

Satisfied = 96%

Not satisfied = 2%

"Mixed" feelings = 2%

It is evident that substantially all of the respondents expressed satisfaction with their husband's vocational field - certainly a very high level of expressed approval.

## II Children

### (A) Do you have children?

1- Among the 23 single graduates who responded negatively, some 75% expressed the hopeful expectation of having children when married.

2- Among the 75 married respondents 61% have children ranging in age (rounded-off to the nearest year) from 1 to 7. None reported more than 2 children, with 29% reporting one child, and 71% two children.

### (B) How do you feel about having children?

Like it = 68%

Don't like it = 1%

Have 'mixed' feelings = 31%

(Representative, detailed views are contained in the Appendix attached to this report.)

### III Living Arrangements

(A) What is your living arrangement? (Type-e.g. house, apartment, dorm)

1- Among the 23 Unmarried respondents 1 lives with another Harcum graduate; 1 in an apartment alone; and the remaining 21 at home with their parents.

2- Among the 77 others, they are on a farm - 1%; in an apartment-29%; and 70% in their own homes.

(B) How do you feel about it?

Like it = 82%

Don't like it = 5%

Have 'mixed' feelings = 13%

(Representative comments are contained in the Appendix to this report.

### IV Parental Family

(A) Please describe your interpersonal relationship with your parents.

Among the singles: Satisfactory = 80%

Unsatisfactory = x

A bit of each = 20%

Among the married: Satisfactory = 90%

Unsatisfactory = x

A bit of each = 10%

It is quite evident that the preponderant majorities of both the single and married graduates have enjoyed satisfactory relationships with their parents, many speaking of them in warm, glowing terms.

(B) What changes have occurred in your relationship with your parents in the last two years? What influenced the change? How do you feel about the change? Why?

Grown closer = 64%

Grown more independent = 18%

No change = 18%

(Selected, representative comments are included in the Appendix to this report. Greater acceptance, tolerance, and understanding seems to be the most consistent comments offered by these respondents).

(C) Please describe your relationship(s) with your siblings, if any.

Satisfactory - 86% \*

Unsatisfactory - x

Bit of each - 14%

(Typical comments will be found in the Appendix)

\*Some 93 of the 100 respondents indicated they had siblings. Percentages reported are based on this 93 total.

(D) What changes have occurred in these relationships in the last two years? What influenced the change? How do you feel about the change? Why?

Of the 93 having siblings, the following percentages expressed the views indicated:

No change	=	54%
Improved relationships	=	39%
Grown apart	=	7%

(Representative comments will be found in the Appendix).

#### V Other Interpersonal Relationships

(A) 1- What kinds of relationships do you have with women in general? Is this a change from 2 years ago? If so, what is the change? What influenced it?

Generally friendly	=	90%
Just tolerable	=	10%

(detailed comments are contained in the Appendix)

2- Are you satisfied with the kinds of relationships you have with women? Why?

Yes	=	85%
No	=	15%

(Detailed comments are contained in the Appendix)

(B) 1- What kinds of relationships do you now have with men in general? Is this a change from 2 years ago? If so, what is the change? What influenced it?

Generally friendly	=	97%
Just tolerable	=	2%
Unsatisfactory	=	1%

(Detailed observations are noted in the Appendix)

2- Are you satisfied with the kinds of relationships you have with men?

Yes	=	85%
No	=	15%

(Detailed observations will be found in the Appendix)

#### VI Leisure Time

In what ways do you spend your leisure time?

(see Appendix for representative comments)

#### VII Interests

Have you developed any new interests this year?

Yes	=	88%
No	=	12%

Which ones? (Please refer to Appendix)

#### VIII Education

(A) What, if any academic degree(s) do you now hold? From what School(s)?

In addition to Harcum graduation, the following degrees and schools were listed:

<u>Degrees</u>
B. S.
B. A.
M. Ed.
M. A.



-6-  
Schools

Beaver College	Monmouth College
Bloomfield College	Ohio State University
Briarcliff College	State University of N. Y. -Buffalo
California State College	St. Joseph's College
Chestnut Hill College	Temple University
Concord College	Trenton State College
Drexel University	University of Bridgeport
Geo. Washington University	University of Illinois
Hofstra University	University of Maryland
Ithaca College	University of Rochester
Kutztown State College	West Chester State College

(B) In what educational pursuits have you been involved this year?

1. None = 62%

2. Schooling:

Undergraduate school = 8%

Graduate school = 10%

Vocational School = x

Continuing Education = 10%

Other = 10%... Non-credit courses in art, horticulture, music, and real estate courses for broker's license.

3. Are you working toward a degree?

Yes = 23%

No = 77%

If so: What degree?

(1) B. A.

(2) M. A.

(3) M. Ed.

(4) Ed. D.

(5) B. S.

When do you expect to obtain it? Range of 2 to 5 years.

If not working toward a degree, what is your purpose in taking the courses?

(1) Penna. certificate

(2) Fluency in language as I travel a great deal

(3) Personal betterment and also help me understand the problems of my children

(4) Possible job promotion (3 responses)

(5) Prepare for work

(6) To keep from stagnating (2 responses)

(7) Personal enrichment

(8) Prepare self for better job (2 responses)

(9) To improve my teaching skills

(10) I enjoy learning.

(C) How do you feel about your educational experience this year? Why?

- 1- Have enjoyed it. Always thought of self as a creative person and I found this very interesting.
- 2- I adore it. I have marvelous teachers who contribute wonders to my life.
- 3- Very stimulating - have enjoyed 'exercising' my mind again.
- 4- I have thoroughly enjoyed it - the intellectual growth. When you do the same job year after year, you tend to get stale and need this kind of stimulation.
- 5- I have learned about those things which interest me and I am more aware of the world around me.
- 6- It will get me into more advanced drawing and improve my drawing.
- 7- Good! I have had good experiences and enjoyed all classes taken at Beaver College.
- 8- Some of the courses I must take I feel are useless to my degree.
- 9- I am pleased with my Abnormal Psych. course. I'm sure it will benefit me immediately in my work. I only wish I had time for more.
- 10- I was unhappy with the course. I thought it was misrepresented. It turned into a course in Italian grammar rather than conversational abilities.
- 11- Satisfied.
- 12- It's harder than hell! Much tougher than Harcum. It's a behavior mod program in Nursing and there is constant tension. In the long run it will be worth it.

#### IX Vocation

(A) Are you working now?

Yes = 67%

No = 33%

- 1- If so: a. How many hours a week: Average = 32 hours
- b. What type of work? What do you do?
  - (1) Private duty nursing
  - (2) Secretarial (27 respondents)
  - (3) Receptionist-switchboard operator (3 respondents)
  - (4) Educational administration
  - (5) Teacher; classroom (18 respondents)
  - (6) Cytotechnologist
  - (7) Assistant women's wear buyer (3 respondents)
  - (8) Sales (3 respondents)
  - (9) Retail management (3 respondents)
  - (10) Speech pathology
  - (11) Modeling
  - (12) Personnel and Training Manager
  - (13) Teachers aide
  - (14) Train and sell horses, teach riding
  - (15) Rental agent
  - (16) Teach piano

c. How do you feel about your work?

Satisfied = 97%

Dissatisfied = 3%

d. Is your undergraduate or graduate course work relevant to your work?

	Yes	No
Undergraduate =	90%	10%
Graduate =	88%	12%

e. In what way?

- (1) The Univ. of Illinois is an institution that deals in practical courses - not theory. (yes - relevant)
- (2) For teaching swimming to kids under 3, having been trained as a Nursery School teacher is very helpful (yes, relevant)
- (3) You must have a teaching degree to be a substitute (yes-relevant)
- (4) My psychology and English courses have been invaluable to me. (yes, relevant)
- (5) It has prepared me educationally to do what I am doing.
- (6) Drama and Public Speaking have certainly helped me in my work. The liberal arts study has helped me to be a well-rounded person. (yes, relevant)
- (7) Degree was in retailing - work is retailing!
- (8) My business courses were helpful (yes, relevant)
- (9) I know how to handle some of the problem children (yes, relevant)
- (10) Everything I learned in my retailing classes I've utilized. I was a buyer for two years and found my education a tremendous asset (yes, relevant)
- (11) I took retail merchandising and your fashion course was very good! (yes, relevant)
- (12) Specific training for what I do (yes, relevant)
- (13) All education courses helped (yes, relevant)
- (14) I was basically a science major, and terminology and familiarity with medical terms has been most helpful. (yes, relevant)
- (15) Most of the courses deal directly with med. tech. Has been valuable (yes, relevant)
- (16) The course is helping me distinguish and understand problems in my classroom (yes, relevant)
- (17) It is the basis for which I get my R.N. (yes, relevant)

2. If not working - what are you doing? How do you feel about it? Why?

- 1- Raising 2 children. It's good at times - horrible at others - would like to be freer than I am at present!
- 2- Helping my children to grow and learn. I love it because I love my kids.
- 3- Just keeping home. At times I do get bored with it but we do have a lot of projects to do in the house and I really enjoy that part of it.

- 4 - Housewife. I would rather be working. Taking care of a house is of no intellectual interest to me. I'm wasting my ability.
- 5- I'm a housewife after working away from the home for 4 1/2 years. I love not working so I can be with my daughter and husband on a regular basis.
- 6- Strictly housekeeping at present, and feel that until my children are grown, this is my place.
- 7- Cooking, cleaning, washing, ironing, nursemaid, wife - I feel the need to be out in the business world as well as home.
- 8- Caring for my home and children. I enjoy it, but I make sure I have time left for myself to do as I please.

X You

(A) What has given you the most satisfaction during the last year? Why?

- 1- Music. I love all types and enjoy music more than any other leisure activity.
- 2- Becoming self-sufficient and more independent.
- 3- Being able to deal successfully with people I have nothing in common with.
- 4- To complete my education and get a job that I really enjoy.
- 5- I enjoy my class this year. I also get a lot of satisfaction from my family and friends. I have formed a lot of deep relationships.
- 6- My family!
- 7- Adjusting to motherhood. Coming to grips with strong emotions and frustrations. Learning to use my education and knowledge in practical day-to-day situations.
- 8- Finding a special place in both the business and romance worlds. Also, watching my son grow has been rewarding.
- 9- Moving out of a big city into the country. Making new friends and adjusting to a whole new life which I love.
- 10- Sealing a relationship: working on my Masters.
- 11- Seeing my husband graduate from dental school since we did it together. Now he'll pursue his career and we know no one helped us!
- 12- Having my baby 6 weeks ago. Because we had a girl - I wanted a girl very much. It gave me a new outlook on life.
- 13- Working on our house and seeing it look better.
- 14- Marriage. I love it!
- 15- Other than watching the growth of my children, I would probably have to say my hospital work. I love to see people appreciate what you have done to help them.
- 16- Enjoying my husband and children. I've learned a lot about my husband each day. I love life and try to live each day as a day in itself. Just being healthy and able to work has been a satisfaction.
- 17- Watching the private school I work for succeed and grow.
- 18- The value my employer has placed on my services and his obvious and expressed satisfaction with my work.
- 19- Helping my husband with his school work. I felt as if he really needed me and I was contributing to his success.

- 20- My job. It is the first one I've found that I enjoy. It has decided me on a career.
- 21- Moving into our new home and redecorating.
- 22- My husband. (Why?) We are in love!

(B) What has given you the most dissatisfaction? Why?

- 1- Men!
- 2- Not enough good teaching jobs available.
- 3- Having my idealistic attitude about life and people come to an end. Watergate simply reaffirmed my suspicions about the moral decay in the country. The promise of the late 60's never reached fruition.
- 4- I sometimes get frustrated with myself in my school situation - It is a big responsibility to control 30 minds. I also get depressed about sickness and death - it is very difficult for me to accept.
- 5- School - some of the courses I must take!
- 6- Unexpected illness
- 7- I don't believe I could be so dissatisfied with any one particular thing. I have been very content.
- 8- Trying to keep my head above water financially.
- 9- Being away from my family.
- 10- Realizing that the four years was over (dental school) and that we were older but not much wiser - that we were no longer 'students'.
- 11- My changing attitudes toward women.
- 12- Learning how to work all day and then cook and clean at night.
- 13- Not being able to do everything that I'd enjoy.
- 14- Seeing how much work there is to be done in the world around me. The decay of the government in this country.
- 15- Not being able to continue my education.
- 16- Getting laid off from job.
- 17- I have become disillusioned with many people. I have realized that there are more 'takers' than 'givers'. People enjoy complaining but will not move a muscle to rectify the situation.
- 18- My home living conditions. I desire living conditions totally devoid of direct parental co-existence under the same roof.
- 19- My in-laws. They interfere in my marriage too often.
- 20- The manual labor of taking care of this apartment. I take pride in a clean place, but someone with an 8th grade education can clean a house well.
- 21- Not having enough money to buy a house.
- 22- I wish I were more organized. Running a home, working, learning to cook, studying the piano, all calls for quite a bit of organization.
- 23- Driving 30 minutes each day to work!  
Some 32 wrote in "Nothing - I'm very happy" or words to that effect!

(C) In what ways was your life different from what you had expected it to be? How do you feel about it? Why?

- 1- Having an additional child makes things different. However, am more relaxed with 2nd.
- 2- We've forgiven my mother-in-law and have developed a real working relationship with her. I'm surprisingly happy because I feel by forgiving her, I have grown.
- 3- Working with all black children has introduced me to a whole new social, emotional, and exciting type of people.
- 4- I feel that my life is great. I'm happy.
- 5- Unexpected trip west and buying a new house.
- 6- I've become stronger emotionally.
- 7- I was married this year. I'm delighted.
- 8- I never expected to be a sales girl. It's depressing.
- 9- It was harder to make ends meet and still live the way we want to.
- 10- I had not wanted a career before this. It seems to have expanded my outlook.
- 11- Rewarding & exciting and frightening. We bought a home and started a new life with our son in a new area. I also had an operation (minor) but very frightening to me.
- 12- I have intensified my interest in salary levels and job advancement.
- 13- I am living more comfortably. Rarely do I have to worry whether we can 'afford' something or if we have money to cover the payments.
- 14- I never expected to be laid off my job.
- 15- The birth of our second child made life harder, with less time for fun and interests and more time for her.
- 16- Since the girls are no longer infants I thought I'd be less confined, but it's worse. They have been ill this year.
- 17- It's different because now I'm not living for myself. I must learn to put someone else's feelings above mine.
- 18- I've become more independent and more dependable.
- 19- Different in that I have no family around. I don't like not having them around.
- 20- This was my most difficult year. I never expected to be facing the kind of emotions one goes through in dealing with the unexpected death of a friend. I feel as if my life has been greatly diminished.
- 21- Didn't expect to be planning a wedding. Didn't expect to be so happy.
- 22- Divorce is a nasty situation. One cannot plan, only hope and dream.
- 23- Thought I'd be a more perfect mother. Am spending more time in domestic chores and less in creative outlets.
- 24- I had decided that I was going to enjoy being single and travel and socialize. Instead, I got engaged. I'm ambivalent about the situation.

(D) What one word describes how you feel about yourself?

- |                              |                               |
|------------------------------|-------------------------------|
| 1- Uptight                   | 6- Wonderful                  |
| 2- Happy (16 respondents)    | 7- Seeking                    |
| 3- Self-concerned            | 8- Good (6 respondents)       |
| 4- Congenial (2 respondents) | 9- Content (9 respondents)    |
| 5- Insecure                  | 10- Satisfied (7 respondents) |



- |                                   |                                  |
|-----------------------------------|----------------------------------|
| 11- Hopeful (4 respondents)       | 19- Unchallenged (2 respondents) |
| 12- Enthusiastic (2 respondents)  | 20- Confident (4 respondents)    |
| 13- Organized (3 respondents)     | 21- Nice (3 respondents)         |
| 14- Restless                      | 22- Frustrated (9 respondents)   |
| 15- Growing                       | 23- Unconfident                  |
| 16- Fine (8 respondents)          | 24- Fulfilled (7 respondents)    |
| 17- Accepting                     | 25- Anxious (6 respondents)      |
| 18- Understanding (2 respondents) | 26- Fat                          |
- 'Positive' = 77%    'Negative' = 23%

(E) How would you describe yourself? Why?

- 1- Very hyper, always concerned about other people and how they feel about me (not truly paranoid, I hope!)
- 2- Easy-going, friendly - at times hesitant about making friends.
- 3- Physically-tall, Mediterranean type with dramatic features. Mentally - totally consumed with analysing myself and other people.
- 4- Outgoing- a little too impulsive. If not for my family and friends, I would be very insecure. I have a lot of confidence in myself, but hopefully not to the point of being conceited. Have a tendency to be impatient.
- 5- I perceive myself as a very sensitive, insecure, high-strung person. I'm highly emotional, but very giving and loving.
- 6- I feel wonderful about the world. All my dreams about finishing school are coming true and everything seems to be doing smooth.
- 7- I've accomplished a lot but I feel there should be other achievements made before I start a family.
- 8- Optimism on most subjects, but I tend to prefer less companionship than others.
- 9- I feel I am a very loving, sincere, down to earth person. I love people and I know what I want out of life.
- 10- Single, teaching, working very hard. Pressured because I'm doing so many things. Happy and busy.
- 11- As most, I have my times of moodiness, anger, depression, pessimism, and times of happiness and optimism. I am honest; try to maintain a sense of humor, able to face problems without too much fear (!); try to keep confident in myself, and I genuinely have an interest in other people.
- 12- Extremely interested in and loving toward my husband and 2 girls, and always ready to learn and meet new challenges.
- 13- Happy and content with my life.
- 14- Easy-going - enjoy life, stubborn, shy, enjoy people (some!)
- 15- A totally organized person who cannot relax.
- 16- Enjoy life, but impatient.
- 17- Interested in myself, my family and the world around me. I am honest.
- 18- A hard-working young woman who is fairly satisfied with herself.
- 19- I feel I am a very understanding person. I try to listen and then talk. I try to always be fair.
- 20- As an individual who has a strong sensitivity about being thwarted. Someone who generally gets along with people, but who takes a strong dislike to an individual when she varies from this pattern. I am dogmatic, somewhat lazy, relatively intelligent and quick-witted.

- 21- Strong-willed yet sensitive person. I love to give and do things for others but I don't like anyone telling me how to live my life or raise my son
- 22- I'm a reasonably attractive, intelligent woman (who can't spell!) who has the need to be in the public eye and needs to be challenged intellectually as much as possible.
- 23- A short, fat, happy person who loves her family.
- 24- Complaining about my lot in life and not having the motivation to change it.
- 25- I'm very enthusiastic about most everything.
- 26- Dependable friend, economical food and clothing shopper, good companion, and interested in others as friends and for their welfare.
- 27- Extremely happy. I have a wonderful husband.
- 28- I am physically tall - 5'6", nice looking, young woman of 25. I am very conscious of dressing well.
- 29- In general - 'typical' - but I loath feeling I've turned out to be 'typical'.

(F) What pleases you about yourself? Why?

- 1- Instant energy on a few hours sleep. I still look 18 even though I'm 27 years old. Am happy most of the time!
- 2- The way I'm raising my children. I feel I am helping them grow to their capacity by giving them love and understanding.
- 3- My concern for others. I've been told this is most becoming.
- 4- My contentment with who I am and what I will be.
- 5- I am very creative. I get extreme self-satisfaction from this because apparently a lot of people can't do this.
- 6- I always try to improve myself.
- 7- The family I now have. Being married and sharing my life with a wonderful man and having a child to share our love.
- 8- I keep trying to obtain goals I want for myself without trying to hurt others.
- 9- The fact that I decided to go to weight-watchers and lose the weight that kept me from looking the way I want to look.
- 10- I'm very honest and considerate. I do try to be thoughtful of others. I've personally worked very hard to mature.
- 11- Sensitive, receptive, insightful - qualities I look for in others.
- 12- I like people and usually find some good in most.
- 13- My physical attractiveness - because it seems to improve on me with age.
- 14- I'm a good mother, cook and wife, and my husband says he's proud of me.
- 15- I am neat and usually organized.
- 16- I am pleased to be creative, intelligent and personable with most people.
- 17- I know whatever I really want I can achieve.
- 18- Am very open and frank.
- 19- That I can draw - because I enjoy it.
- 20- I like myself - I'm busy and am a perfectionist about my life.
- 21- I am a good person and like myself in spite of my faults.
- 22- My ability to get along with people - my ability to teach - my ability to learn.
- 23- That I have a strong character and that I have the ability to make people happy and put them at ease.

- 24- My business and personal accomplishments.
- 25- My determination to finish school and go to work.
- 26- I enjoy giving love and need it in return. I enjoy giving of myself.
- 27- I'm kind and considerate. I would not and could not consciously hurt someone else emotionally or mentally, even if they have hurt me.
- 28- My sense of humor - because I'm fun to be around (so they tell me).

(G) What displeases you about yourself? Why?

- 1- I do not take enough time with things. I criticize people too much, am too high strung, interrupt people. I wish I could handle life's problems without panic!
- 2- Being unorganized.
- 3- Being overweight - this bothers me.
- 4- Since moving, being very nervous and anxious.
- 5- I'm not happy about my domestic feelings. I wish I could be happy staying home and taking care of a house! I always want to go out and do something
- 6- My lack of confidence.
- 7- Tend to get overly excited.
- 8- Don't adjust to change well - I like permanence and tradition.
- 9- Being overweight - because I must lose weight for health reasons.
- 10- I sometimes get mad at my husband over little things that aren't really that important.
- 11- My temper. It's very bad and I don't like to lose it.
- 12- I'm stubborn. Also, I could be a more forgiving person.
- 13- Tendency to take strong and lasting dislikes to individuals.
- 14- My laziness.
- 15- Sometimes, being a little too sensitive.
- 16- In this hard world I often have to be just as hard as the other guy.
- 17- Am too compulsive. I expect too much of myself.
- 18- Probably that I can be selfish.
- 19- The fact that I must always be organized and find it so hard to forget about all the things I must do and just relax.
- 20- I do not always finish what I start. I should be more disciplined.
- 21- My possessiveness.
- 22- When I panic and am pessimistic.
- 23- Being changeable - sometimes I am too hard on myself, other times I am not hard enough.
- 24- Would enjoy reading better.
- 25- I wish I had stronger willpower.
- 26- I am short on patience. Wish I could let more roll off my back - I take things seriously.
- 27- I keep gaining weight.
- 28- I'm selfish. My comfort and safety usually comes before others.
- 29- Overly critical of those close to me.
- 30- My anxiety when it comes to beginning new things.

## XI Conclusions

1. In order to obtain 100 responses, it was necessary to contact 153 Harcum graduates. Therefore, it is quite likely that among the 53 who did not accept the invitation to participate in this questionnaire survey, there were some who were not particularly happy with their life-style. Others may well have been apathetic regarding the College.

2. In this sense, the responding sample has been a self-selecting one. This may, in part, be the reason for the high levels of satisfaction expressed throughout. In any event, among this group of 100 randomly-selected Harcum graduates from among the 1326 total who graduated between 1966-1970 inclusive the following characteristics and attitudes were evident:

(1) Feelings of the group regarding marital status may well be summarized in one word - "favorable". If the 21 single respondents are 'successful' in their marriage aspiration, the marriage rate for this sample will rise to 96% - or better than the "9 out of 10 American women who marry at some time during their lives" as reported by the U. S. Dept. of Labor-Women's Bureau.

(2) Among these 100 respondents, 100 reported spouses working. Some 96% reported satisfaction with spouses work activities, and some 17 reported spouses attending school part-time.

(3) Regarding children, among the 75 married respondents, some 68% expressed satisfaction in having children, and among the 23 single graduates responding, some 75% expressed the hopeful expectation of having children when married. Some 31% expressed 'mixed' feelings, and only 1% stated she did not like having children. As the comments in the Appendix reveal, their feeling about children varied considerably - including: OK; all right; one is fine, but want no more; 2 is plenty with the high cost of living; great; terrific; have one-want another; greater responsibility and a more exhausting job than I ever imagined, but the rewards surpass my expectations.

(4) Regarding their living arrangements, some 82% expressed satisfaction; 5% were not happy, and 13% indicated mixed feelings. Among the 23 unmarried respondents, practically all (21) live at home with parents and among the 77 other respondents 29% are in apartments and 70% in own homes. In reviewing the comments offered, it was quite evident that the respondents' feelings were not necessarily related to their place of residence or the person with whom they lived.

(5) Four questions were asked concerning the respondents' relationships with their parental families. A close similarity exists between the responses of both single and married respondents regarding their interpersonal relationships with parents (80% "satisfactory" for singles; 90% "satisfactory" for married). No other consistent pattern emerges for these two groups, other than the general observation that among both single and married respondents, greater acceptance, tolerance, and understanding seems to be the most consistent comment offered, both with reference to parents and siblings.

(6) Some 90% expressed generally favorable sentiments regarding their interpersonal relationships with women in general, with some 85% expressing satisfaction with the existing relationships. Many words were offered as reasons for the generally positive relationships. These included: warm, open, sincere, honest, friendly, fulfilling, satisfying, happy, respect, helpful.

(7) Some 97% expressed generally satisfactory sentiments regarding their interpersonal relationships with men in general, with 85% again expressing satisfaction with the existing relationship.

(8) Regarding leisure time activities, a wide range was offered. No particular differences among single and married respondents is noted other than the comment by some 18 married respondents - "what leisure time!!"

(9) Among the 100 respondents, a resounding 88% indicated they had developed new interests during this year. Twenty representative ones are itemized in the Appendix.

(10) Collegiate degrees held by the respondents included, beyond their Harcum associate degrees, B.S.; B.A.; M.Ed. and M.A., earned at some 22 colleges and universities. A majority of these respondents (62%) were not involved this year in educational pursuits.

(11) Some 23% reported working currently toward a degree, including: B.A.; B.S.; M.S.; M. Ed.; Ed.D., expecting to earn the degree 2 to 5 years hence.

(12) Among the 10% who reported taking continuing education, non-credit courses, varied reasons are offered as the purpose; including personal enrichment and job betterment.

(13) Regarding vocations, some 67% reported working presently, with 33 hrs./ week being the average. Some 97% reported being satisfied in their work which ranged over 16 different types of jobs - professional; managerial; sales; clerical.

(14) Among those currently attending school 88% indicated their graduate course work was relevant to their current work and 90% so indicated among those in undergraduate attendance.

(15) Personal perspectives were obtained through responses to seven questions:

A- feelings about self. Some 77% expressed 'positive' sentiments, 23% 'negative' ones.

B- source of most satisfaction during past year. As varied as people are different; many opting for interpersonal relations, job, self & families.

C- sources of most dissatisfaction - some 32% wrote in "Nothing - I'm very happy" - or words to that effect. Again, varied responses are the 'pattern': financial problems; interpersonal relationships; job-related; school-related; self.

D- How life was different from what expected? Both positive and negative sentiments expressed of both strong and moderate intensity, ranging over a broad spectrum of situations, both external and internal to the respondents. Great diversity - no 'pattern' evident.

E- How would you describe yourself? Very 'mixed' comments; i. e. both complimentary and otherwise: usually a bit of each.

F- What pleases you about yourself? Many different things, most being other-people oriented characteristics.

G- What displeases you most about yourself? Weight problems and being self-centered and impatient are frequently mentioned.



3. If the conclusions noted immediately above in items (1) through (15), which relate to expressed degrees of satisfaction, are charted graphically, the following satisfaction profile is revealed:

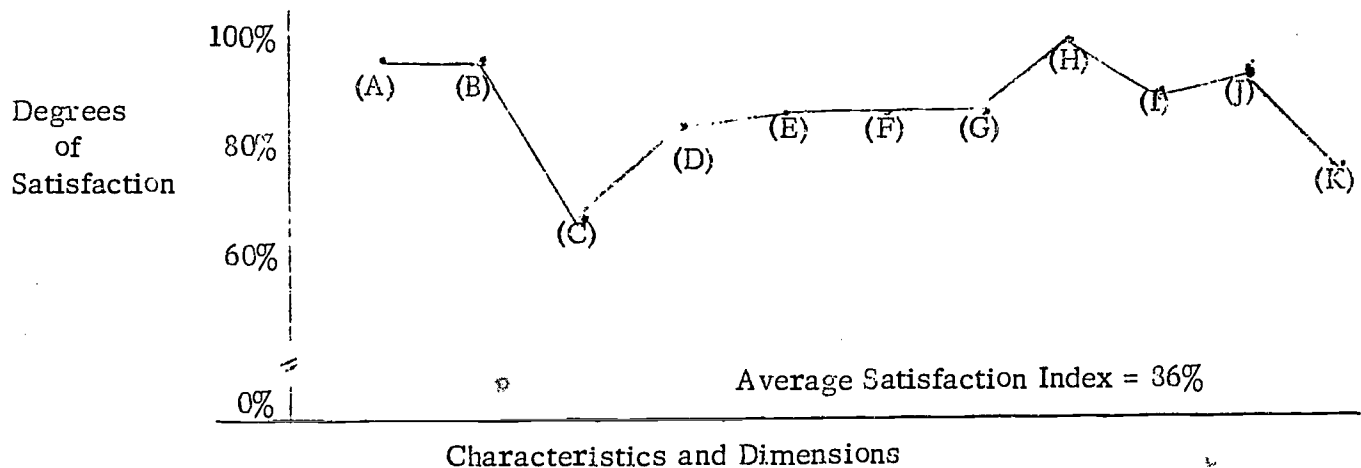


Chart 1: - Satisfaction Profile -- 100 Harcum Graduates

Legend

- (A) = Satisfaction feelings regarding marital status - 96%
- (B) = Satisfaction with spouses work activities - 96%
- (C) = Satisfaction with having children - 68%
- (D) = Satisfaction with living arrangements - 82%
- (E) = Satisfaction with parental families inter-relationships - 85% (average)
- (F) = Satisfaction with relationship with women - 85%
- (G) = Satisfaction with relationship with men - 85%
- (H) = Satisfaction with their own work - 97%
- (I) = Satisfaction with graduate schooling being work-relevant - 88%
- (J) = Satisfaction with undergraduate schooling being work-related - 90%
- (K) = Satisfaction with self - 77%

Generally speaking, this chart reveals a consistently high level of expressed satisfaction among the respondents. If one may be permitted to employ a word that currently seems to receive infrequent usage - with an average satisfaction index of 86% - they are happy !

4. "Hindsight", which is part (2) of the Appendix, reveals a variety of subjects; some being expressed as concerns, others as warm satisfactions. Perhaps the one word which best describes these comments is "diversity". Very clearly, many different dimensions of life are in the forefront of the second-thoughts-department among these respondents.
5. "Comments (About anything)", which is part (3) of the Appendix, also reveals a wide range of ideas which evidently were of sufficient import to these respondents to be articulated in this final, open-ended, questionnaire item. Particularly gratifying to note were the numerous comments complimentary to the College and their Harcum-experience. Some of the concerns expressed reveal a deep sense of social awareness. Collectively, the impression they seem to convey is qualified enthusiasm which, in these days of stress, tension, and yes-hatred, is a welcome and refreshing perspective!



## APPENDIX

### (1) Selected representative comments and

some selected, insightful observations from among the respondents include the following which are quoted: unedited:

A - How do you feel about your marital status?

#### Among the singles:

- 1- I am enjoying my freedom and individuality but hope to marry within the next three years.
- 2- I have a great desire to marry and have children. I hope to be married by the time I am 25. But I am fairly content being single at age 22.
- 3- Satisfied. I want to marry, but will not unless I am sure I have found a friend and companion in my mate.
- 4- At times I see advantages for marriage, but in the long run I appreciate the advantages of being on my own.
- 5- I have not met the individual that is right for me. I am self-sufficient, have a profession, and lead a full life.

#### Among the married:

- 1- Happy - I enjoy my husband's company. We share our feelings and ideas, and are honest with each other.
- 2- It's okay being married - big adjustment and all - however, better than being single. Women give a lot in marriage!
- 3- Secure. We've been married almost six years and have just purchased a house. He has a good job and we are compatible and deeply in love.
- 4- Great - because I am happy and am giving happiness.
- 5- Because my selection of a mate was so perfect. I feel I could not be any more fulfilled and happy.
- 6- Happy - because it is very fulfilling to me and it places no restrictions on my life that I don't need and want.
- 7- We are happily married. We both realize we are individuals and that neither of us want to change. Because of this we respect each other.
- 8- I am most pleased with it and feel that my husband exemplifies all that I would have liked him to be.
- 9- I love being married - the concept of sharing and growing with another individual suits me.
- 10- I enjoy married life for the elements of stability, security, and identity that it offers. I also enjoy a great deal of freedom and individual identity in the relationship. Responsibility for one's own actions is important here.
- 11- I enjoy it. We look forward to the same goals. We had a long engagement and learned a lot about each other.
- 12- I'm glad to be married because I like companionship and sharing.
- 13- I enjoy being married. I have a 2 year old little girl and am very happy. My husband and I get along very well. He is very understanding and we have a great relationship.
- 14- I feel that it is the most fulfilling part of my life, and for me, marriage is very important because it's sharing with someone.
- 15- For the most part very fulfilling. There are times that I resent being confined to the home and children. Many times I feel that everyday life is an insult to intellect.
- 16- I like being married, but since the children we don't seem as close because we don't spend the time together we should, and school doesn't help because of classes and studying.

B- If married how do you feel about what spouse is doing?

- 1- I am very happy for him because he is happy in his work and doing what he likes best.
- 2- Due to the economic situation, this winter has been less than encouraging. I feel that a husband has to be happy in whatever he does in order for a more contented home.
- 3- As long as it is satisfying for him I feel it's right for us.
- 4- I resent the fact that with a masters degree in his field he only made \$8300 last year, and he gets saddled with trivial matters and gets involved with other peoples' power plays.
- 5- As long as he contributes to our society - to better it - I like his occupation.
- 6- Great, because it took years of study and it is what he wants.
- 7- I am proud of his ambition and drive, but hate the sacrifice to our family life.
- 8- He enjoys his job and the people. That's what matters. I feel a person should do what he thinks is best for himself. If he's happy, I'm happy.
- 9- I enjoy military life and am seriously considering joining the service after I finish college, we are both med. techs.

C- How Do you feel about children?

- 1- I love and enjoy children. One must evaluate whether one is mature enough to give the time and love children require. The couple must share equally in the endeavor
- 2- My son was born 10 months after my first marriage. We were too young to fully accept the responsibilities that go along with child-raising. I feel a couple should get to know each other alone for a few years before considering children.
- 3- Fine! 2 is plenty - with the high cost of living. I love one of each, couldn't be better.
- 4- I love children and hope to have more. Our daughter is a joy to us both, and I am very thankful we have her.
- 5- It would be a wonderful experience - part of both of us. We love children and want to show our child the goodness in life.
- 6- I feel that children fulfill a life, and when I'm ready I will have children.
- 7- It is a greater responsibility and a more exhausting job than I ever imagined, but the rewards surpass my expectations.
- 8- They enrich your life. The real reason behind marriage is children.
- 9- Wonderful! They have given me joy and more happiness and stability in my marriage.
- 10- My children are my joy. They are a lot of work and need a lot of love and attention. My family is first, but I am my own person too!
- 11- I love it but fear the world's insecurity will make an unsure future.
- 12- I don't feel I am ready for the responsibility of motherhood. I would rather continue working.
- 13- I would like to have 2 children when I can create living conditions which I feel would be best for their development.

- 14- Don't feel its necessary for us to raise a family - we don't feel the need right now.
- 15- We do not have any. We do not particularly enjoy them and feel quite fulfilled at present.
- 16- Not for 4 more years. We want to save to buy a house and enjoy life before having children.
- 17- I love children, and having them in my marriage is very fulfilling and satisfying.
- 18- I love having a child, although I wish I could keep working. However, it's a very fulfilling experience.
- 19- Kids are really fun. They can be trying, yes - but they are so innocent and entertaining they make life more interesting.
- 20- I love having my children but I do miss working, and I can't wait until they're old enough for school so I can return to work.
- 21- Complete fulfillment. I often wonder what I did before I had my son. Life seems so much fuller.
- 22- I love my little girl and plan on having 2 more. I enjoy being a career woman, wife, and mother.

D- How do you feel about your living arrangements?

- 1- I am crazy about it! There are many children around and plenty of young people and a lot of planned activities too!
- 2- I like living in a house rather than an apartment. It's great to have something when you know it belongs to you.
- 3- It was our first and most important goal. V'e both felt we wanted a home, and some security before we had children. V'e didn't want to raise children in an apartment.
- 4- The house is fantastic. It has made us feel more like a family. It has been a major event in our lives.
- 5- I like the apartment and would not want the responsibility of a house at this time since my husband is still in school.
- 6- Love house. It gives a feeling of satisfaction, responsibility and feeling of having roots in a home and the community as well.
- 7- I don't like the proximity of another person, other than my husband.
- 8- I hate it. As I get older, I need more privacy and more peace and quiet. I want a house; can't afford it.
- 9- I am very satisfied and content. I love my home and I enjoy taking care of it and welcoming visitors.
- 10- I enjoy living at home at the present time. I enjoy my independence too even though I live at home!
- 11- Much prefer living alone, since all roommate experiences have been troublesome. When I am lonely I arrange to see a friend, read a book, etc
- 12- My mother and I have an excellent relationship; therefore, I am perfectly content to live at home.
- 13- I enjoy the companionship but often times wish I lived alone so as to have more privacy.

E- Please describe your interpersonal relationship with your parents?

- 1- My parents and I have a very strong relationship. I consider them my best friends.
- 2- Since I left home we get along fine. We still have our differences.
- 3- My parents and I have a warm, close relationship. We are separated by distance, yet remain close. They are supportive when needed, yet have complete faith in my ability to handle various situations.
- 4- Intricate and caring. They are overly-protective, but have good intentions. I seek their approval and I am dependent at times. I do respect them and their values.
- 5- I had a very good relationship. My parents asked very little of me and I did the same, yet there is still a deep love involved.
- 6- Now that I live away and am self-responsible we get along quite well.
- 7- My parents and I are very close. We have always communicated and been honest. I treasure the closeness.
- 8- Since my marriage I'm closer to my mother and father than before I was married.
- 9- I seek advice from my parents when in doubt and welcome any interest, but not interference on their part in my life. We visit with one another frequently.
- 10- Good, open relationship.
- 11- As I've gotten older and away from home, my parents and I have grown closer. We have changed from a parent-child relationship to a person-person relationship: much closer.

F- What changes have occurred in your relationship with your parents in the last two years?

- 1- Because of my divorce, I have grown closer to my parents, and I have depended on their presence.
- 2- They are much easier to talk to. I feel they treat me as a mature adult. They are always willing to listen.
- 3- I have become somewhat more dependent on them due to 2 emotional crises within the last year.
- 4- Less dependent on them - soon to be married and begin life with my own family.
- 5- There has been an easing of tensions and pressures. They are happy to have me home and trust my judgements.
- 6- Father died. Mother and I grew much closer because of this.
- 7- I don't feel we have enough time together. She lives alone now and has become somewhat hardened in her attitudes about many things.
- 8- We argue less and seem to have fun when we are together. They realize we are adults.
- 9- If anything we've gotten closer since our son's birth. They've given good advice and support. We appreciate them more.
- 10- I don't depend on them as much for money or emotional support. This was brought on by my own personal growth.
- 11- We've become closer. I can understand more how a parent feels and have some sort of comradeship with them. I understand more the whys of their raising me the way they did.

- 12- My relationship has become a much happier one because I left home to marry. My parents now take the time they are with me to be helpful, but not constantly critical, and I, therefore, value their presence more.
- 13- Grown closer I feel because of maturity. Also, I feel I've grown more accepting. The change suits me a great deal.

G- Please describe your relationships with your siblings, if any.

- 1- Good relationship; close and friendly.
- 2- We share a common closeness.
- 3- Cautious, somewhat strained at times. Rivalry still exists and exhibits itself occasionally. My older sister is very tempermental.
- 4- One sister, older. I still feel grossly inferior to her and fairly well avoid contact with her although I still feel close to her.
- 5- My sister and I have become very close. She shares problems and provides a nice friendship.
- 6- I get along with both of them. Maybe because we, at present, live such different types of lives. It keeps things interesting.
- 7- My brother and I rarely speak but I feel there is a strong emotional reliance between us. There always and still is a feeling that we must protect each other, no matter how great or small the 'crisis'.
- 8- Fine. Friendly and devoted.

H- What changes have occurred in your relationship(s) with siblings in the last two years?

- 1- Age and 'growing up' are the only changes.
- 2- I speak more with them because I am no longer seeing them all the time.
- 3- We have grown apart because of the distance and differences of our lives.
- 4- We have grown closer as we've matured.
- 5- Awareness of dependency. Since we are both aware of what we've always felt, we fight less and openly jump to the others aid.
- 6- No changes - been the same since the end of our "growing up rivalries".
- 7- My marriage has brought about the change. We both grew up and now see each other as people rather than 'sisters'.
- 8- We have more to share now that his college experiences gave us a common ground.

I - What kinds of relationship do you have with women in general?

- 1- I am very close to my sister. I have fewer friends now but I have a deeper relationship with them.
- 2- Very close and honest. I truly think the feminist movement created the current female consciousness, even though I am not a supporter of the movement.
- 3- I have always had an easy time making friends and value the closeness of my friendships.
- 4- By working with women in my profession, I have come to feel great respect for their ability. Two years ago I felt women should be housewives - now I treasure meeting and working with women who have a profession.



- 5- Dislike 'baby talk', etc.; prefer males to talk to. I do feel most women are dull and unmotivated.
- 6- I like people and its very rare that I cannot get along with anyone.
- 7- I have close relationships with women who work, have hobbies and 'outside' interests. I have grown away from women who wrap themselves totally in their household duties.
- 8- I have become less interested in fraternizing with women over the past 2 years - housewives seemed depressed.

J- Are you satisfied with the kinds of relationships you have with women?

- 1- Yes: because of a deeper understanding of a friendship.
- 2- Yes: because we have shared a lot and therefore are very close.
- 3- No: women have a long way to go in understanding how to respect themselves and other women. I feel that I am willing to approach a friendship with honesty and loyalty, but many women still stick to inbred tendencies of distrust.
- 4- No - I would very much like to make new friends and find this difficult.
- 5- Yes - my friends are warm, open and sincere. We have common interests and goals.
- 6- No - it's hard to find women friends who understand your need for privacy in discussing personal matters.
- 7- Yes: it's normal and healthy.
- 8- Yes. I have respect for the women who have fought to obtain a career; and the homemaker as well. I believe in the power of women.
- 9- Yes: because I can get along with almost anyone. I find some good in everyone.
- 10- No. I know my patience is far too limited with many women who have no ambition of their own at all. I wish I could tolerate this type of personality better.
- 11- No - I am a very lonely person during the day because there aren't any friends in the area I can talk to or relate with. All the people that live around us are old- or working.
- 12- Yes: We help each other and do not feel threatened.
- 13- Yes: I think people in general will relate to you the way you relate to them. You can only receive back what you are willing to give.
- 14- Enjoy being close to some women. Am a "social worker" to most. Also lend an ear when they need it and help them solve problems.
- 15- Yes: I like talking to women because I often find that my problems are often the same as theirs.
- 16- Yes: We work well with each other - we support each other's ideas and try to learn from each other.

K - What kinds of relationships do you have with men in general?

- 1- Unsatisfactory, but now I know it and why. I have always felt that most men were unwilling to offer true friendship to women, and prefer male companionship. If you scratch the surface of the most seemingly benign male you will find many hang-ups concerning women.



- 2- I seem to have many friendships with men, although not as meaningful as some of my female friendships. I think I am somewhat shy and to my detriment extremely 'picky' about whom I am attracted to.
- 3- I find it much easier now to be at ease with men.
- 4- I feel more motivated with men, as their conversations are more interesting.
- 5- I have been married 6 weeks. I have male friends, but my husband is my best friend.
- 6- I prefer men. They are less uptight and usually more fun - more willing to try new things.
- 7- I now feel more equal in a working relationship and friendship basis with men.
- 8- I identify closely with men. This is a change from my previous image of men where I tended to hold them at a distance because they usually are my superiors in employment.
- 9- Friendly, mature and intelligent relationships. As I mature I feel more self-confidence around men.
- 10- I have had good relationships with men and find them more trustworthy in many cases than women.
- 11- Excellent with men because they discuss many stimulating topics.
- 12- I have open relationships with men. I like to feel that we are all equal people. My job helped me to gain self-respect.
- 13- I have quite a few. I feel they are more relaxed with having a woman for a friend.

L- Are you satisfied with the kinds of relationship(s) you have with men?

- 1- Men are more intellectually stimulating. I follow their sense of humor better than female humor.
- 2- Yes - we pass over the superficial business of man or woman, and concentrate on what we are - not who we are.
- 3- Yes, because apparently I make men feel welcome in our home, and converse with them as well as their wives when we have visitors.
- 4- Yes. I've always felt that I've had a mutually respectful relationship with my husband's friends and acquaintances.
- 5- Yes and No. There is always room for improvement. I would like to be able to speak with all men without having that intimidating feeling some men are so apt at using. However, these men are in the minority on my list.
- 6- I feel I can talk to the men I know about anything, and still feel comfortable.
- 7- Men discuss current events, sports, etc. They don't care what age your baby crawled or "How come Johnny threw up!"
- 8- I have always found it easy to talk to them, and am interested in many 'male types of conversation' apart from the typical female topics.
- 9- Yes. I do not feel shy, embarrassed, or unequal.
- 10- Yes. I'm not competing with them.
- 11- My husband and I have a good relationship; therefore I don't need close relationships with other men.

- 12- Men treat me like a lady and respect me. I enjoy being friends with the men I know and it means a lot to me if they like me as a friend.
- 13- No. I would like to be in a position where men felt my opinion and views were of more value. Until I've established a relationship firmly, it seems that men automatically assume that I'm of lesser capabilities than they.
- 14- My husband is my 'main man'. He provides me with all the emotional fulfillments. I feel secure enough about myself that I do not need doting from other males. I enjoy their conversation and friendships.
- 15- It's great to speak with men and know them as people not only a marriageable item!
- 16- Am very satisfied at home and on a work basis also. I feel comfortable and confident in my relationships with men.
- 17- Yes, I am satisfied for they are not usually as cruel as some women. And they can discuss things other than the home and children.
- 18- Yes - because I can identify with them.
- 19- Yes, I'm happy, except that I think the younger generation has male-female friendships which are fantastic and not so likely to me. I think it's important to have male friends.
- 20- I enjoy my relationship with my husband, and I don't believe you can have many relationships with men in general when you are married.
- 21- Yes, with my friends, but I would like to find a man to have a serious relationship with. Nice guys are hard to come by these days!
- 22- No. I would like to have more male friends and be less 'picky' in terms of developing a meaningful relationship.
- 23- No- I've been 'burned' rather badly in 'romances', and find it hard to become involved with men. On the one hand that relieves a lot of anxiety but on the other hand I can get bitter at times.
- 24- No. I find that I have become intolerant of any injustice perpetuated by males. I have become fairly cautious of people - in general. I guess I have become as intolerant as everyone else.
- 25- Yes and No. I would enjoy settling down and marrying if the right one comes along, which I hope is soon. I would rather date one man seriously than 10 men casually. Casual dating involves too much game playing, trying to impress each other, etc.

M- In what way do you spend your leisure time?

- 1- What leisure time?! What little time I have besides school and my family I like to sew, do needlework, and work with my plants.
- 2- I am starting my masters degree. Enjoy sports, swimming, boating, water skiing.
- 3- Reading, traveling, conversing with old friends, introspection, music, astrology.
- 4- TV and movies - mostly with boyfriend.
- 5- Mostly studying now - formerly student activities, plays, concerts, music, clubs!
- 6- Using my mind and hands to create.
- 7- Gardening, painting and decorating.

- 8- Going to Spa to 'improve' myself.
- 9- Relaxing with my husband - watching TV and listening to music.
- 10- Volunteer work, bridge, needlework.
- 11- I spend my leisure time developing my interests and those of my family in hopes that we will be all that we can be.
- 12- Ha- what leisure time - when I'm not working I do household duties (my work is probably my best relaxation)
- 13- Hobbies - decoupage - needlework-club work- ceramics.
- 14- Sewing-bowling-Yoga.
- 15- Shop, paint, sports, read.

N- New interests developed this year

- 1- ceramics
- 2- back to school again!
- 3- Paddle tennis & bridge
- 4- Exercise - in an effort to become more physical than cerebral.
- 5- Organ music
- 6- Piano lessons
- 7- Decorating, decoupage
- 8- Arts and crafts
- 9- Volunteer work and macrame '
- 10- Clothes modeling
- 11- Babies!
- 12- Crewel work - making dolls for my children.
- 13- Cooking, baking, and decerating
- 14- Sewing, day trips, crafts.
- 15- Teach needlepoint
- 16- Furniture refinishing
- 17- house plants
- 18- Teaching the piano
- 19- Swimming
- 20- Astrology

## APPENDIX

### (2) Hindsight

What, if anything, do you wish you had done differently about your undergraduate career - academically, socially, or personally? Why?

- 1- I wish I would have ignored the Guidance Counselor and gone into teaching. I still want to be a teacher someday. I wish I would have kept in touch with more HJC grads. Still see my R.M. (and best friend) every so often.
- 2- I should have been more of a go-getter. I became lazy when it came to seeking a teaching job.
- 3- I wish I had applied myself and had been more goal-oriented.
- 4- Academically I am glad I took time off to travel and work before I came to Harcum. It gave me a chance to grow up and really appreciate college. It is so important to have a purpose or a goal, to set out and conquer it. It creates the motivation necessary to succeed.
- 5- I wish I was mature enough to have done better in school. My immaturity caused a lot of problems in my life. If my teachers had been concerned about me they would have kept me back in school. I feel this would have helped me academically. I also wish I would have had the confidence in myself that my parents had in me.
- 6- I would not have done anything different, and when I look back I find it surprising that I accidentally found a career that I really like.
- 7- I am fairly satisfied. I made up for lost time academically after high school. My social life was always active. I wish I had had more self-confidence which I developed in the last few years.
- 8- I wish I could have lost weight and been more outgoing.
- 9- I do wish that after completing my education at Harcum I had waited before immediately continuing for my B.A. Going to work at that point would have helped me (I think) confirm or negate what I was planning to do with my education. Although certainly never too late to change course.
- 10- Dated much more because I think you can learn from the people you care about. It helps later in life to understand people.
- 11- I wish I could have gone away to a co-ed college so I could have seen what real college life was like. Instead, I came home every day and it was like 2 more years of high school.
- 12- As I look back, I think I probably would not have gotten married right away after college. I think I would be a better person now if I had not gotten married right away. Personally - I think I may have tried to teach myself to be more grateful - not to want so much out of life. When you want and can't have, I have found that you make yourself and those around you miserable.
- 13- I wish that I had completed at least a B.A. degree in a major that might have better prepared me for a job at which I could continue to grow. I do wish I had furthered my education at a time when it was possible.
- 14- I don't think I'd change anything. I've learned from my mistakes and accept them. I am also quite pleased with my life now and over the past 5 years.
- 15- Perhaps just continued my education further.

- 16- I wish I'd taken up courses toward being a teacher. I've always loved children, and I'd like to teach school. I also would have liked to be a dancer and singer. I didn't realize until lately that I'd like to have been a dancer-singer as a profession.
- 17- I wish I had tried to understand myself and my abilities better. I wish I really thought through my priorities. I was unhappy with myself and made others feel uncomfortable at times.
- 18- I would have pursued a 4-year business degree on a co-ed campus as a resident, not day student. I would have asserted my own likes and dislikes much earlier in life instead of being overpowered by my parents.
- 19- Sometimes I wish I had gone on to obtain a four year degree, but things were meant to be the way they were. I might not be married now and have my son. God guides us all; if we let Him.
- 20- I wish I'd transferred after Harcum and got my B.A.; I'd feel more complete. I intend to go back when my husband is done.
- 21- I wish I had continued my education for another 2 years. I had secretarial courses at Harcum and had no desire to continue with them. I should have taken liberal arts and transferred. I really enjoyed my liberal arts courses.
- 22- Socially - gone on less blind dates.  
Personally - not talked quite so much.  
Academically - gotten better grades.
- 23- Academically I wish I had gotten certified so that I could return to teaching. Socially and personally, I wish my husband and I had traveled more before having children.
- 24- Academically - I wish I had had a goal while at Harcum. I wouldn't be a sales girl right now if I had. Socially - wish I had been more outgoing. Missed a lot of good experiences. Personally - I'm satisfied. Lots of personal growth.
- 25- I wish I had been more receptive to learning. I can't get enough knowledge now. I only wish I had felt that way in school. If I go back to school now I certainly will appreciate each bit of knowledge I receive.
- 26- I wish I had pursued a career in nursing. I've always enjoyed working in hospitals.
- 27- I wish I had taken something I could have used for nursing like medical technologist instead of drama, or in addition to drama. I feel this way because when I do work it will be in the medical field.
- 28- I was very happy with my life at college. I got out of it just what I wanted: more education and the ability to get a good job that would be happy in. I worked in Lord & Taylor in NYC as an assistant buyer in the gift dept. and I truly loved it.

## APPENDIX

### (3) Comments (About anything)

- 1- I'd like to see what conclusions you come to from this study.
- 2- My answers may be short, but in general I am satisfied with my family and personal life. I still feel that someday my goal to be a teacher will be attained.
- 3- I feel I am probably a victim of culture shock. I have one foot firmly planted in the past and one in the present. I agree with neither approach. However, I do believe we are in the process of moral decay on every level. The existential approach to life prevails. Our immediate pleasure is important. The less we believe in, the less we aspire to as a people. The great "melting pot" has produced goo. We have had an adverse effect on each other and have weakened our ideals that made us great. This is a recent conclusion; I hope it is altered.
- 4- I really enjoyed my experiences at Harcum and thank Mrs. Tetlow for the wisdom and the good times. She always encouraged us - me especially, to go on in the medical technology (4&1 program). It's a shame that Harcum had to lose her.
- 5- I wish I had not gone to an all girls' school. As much as I loved Harcum, I have always felt I missed out on many academic and social challenges and responsibilities.
- 6- Attending Harcum was a turning point for me. It afforded me the opportunity to mature and grow. Furthering my education also led to self-assurance and social approval.
- 7- I wish I had studied harder and undertaken more responsibilities. If I could do everything over I would change my subjects, totally.
- 8- Becoming a student at Harcum proved to be a memorable experience for me. I made friends and had my first taste of independence. But I know of no academic academy that prepares a person for the rough world outside those doors. Experience is your best teacher - and to experience, one must venture.
- 9- As long as one is content in their lives, achievement doesn't matter much. Just to be happy is most important, and to be healthy.
- 10- I only hope I helped. Harcum was good for me and I think if I had to do it again, I would!
- 11- I think Harcum played a very important part in my life. I learned to share myself with the girls in the dorm - listen instead of talk at times - when listening helped most. Although at times I wished I was home, I had to face up to problems myself instead of Mother stepping in; I solved them myself; it felt good!
- 12- I enjoy living in a small mountain community - but happy I am educated, and happy that I was brought up the way I was.
- 13- I truly enjoyed Harcum, but I know I missed out on a lot by not going to a co-ed college away from home. My friends did, and their views on things changed a lot more quickly than mine - to the point where for a while we had nothing in common to talk about. Being away, my college social life would have been much better, I'm sure!
- 14- This was a great idea - for I really gave my character a lot of thought.
- 15- Looking back, I was married soon after leaving Harcum and it has been nice. I only wish that my husband and I had waited a few years before having children just so we could have enjoyed each other and I would have had time to finish my education and find myself and my own worth at that time. However, we rushed life a little and one thing I've learned above all else in my dealings with plants, animals, children, marriage and me, is that it takes time to grow. I hope this has helped Harcum - it has helped me just to write it.



- 16- You and I as people had better begin to do something about the mess that our leaders have gotten the U. S. A. and the world into; from controlling the inflation, ending the recession and pollution, to building a new moral standard that we may all live by and benefit from.
- 17- In some ways I wish I was back at Harcum. My two years at Harcum were very rewarding. I loved the people and the area in general. I had lots of opportunities to meet people and work with some of the administrative staff. I think Harcum is developing into a beautiful campus, but I do miss the old buildings. I hope to return for a visit. I will never forget my 2 years at Harcum. I can be very understanding and listen to others, but when I need understanding I can't seem to find people to listen to me. I can listen to others, so why can't others listen to me?
- 18- I would very much like to (eventually) live closer to HJC. I truly love the college and its ideals. I feel that HJC helped me the most in my career, my personal development, and my attitudes. I would like to work for or with the college; to give back as much to it as it gave to me. My unborn daughter will definitely attend HJC - proudly!!
- 19- My life as a whole is a happy one because I know when the children are in school I'll be able to go back to work which will give me the extra boost I need. Also when my husband is finished school next year our income will be better and there won't be an extra strain on the budget. All in all, we're a happy family.
- 20- I think that the world is opening wide up for women - I was lucky enough to be in a position to take advantage of it. I think Harcum should try to show the girls who attend that motherhood and sometimes husbands are not the only way of life. Many girls voice that, but how many really believe it? How many engagements are there before graduation?
- 21- At Harcum I took general studies, at Colorado State Univ. I tried occupational therapy; at West Chester I enrolled in special ed. All my life I've looked for the standard career and nothing has worked out. I was a B student at Harcum, a C student at Colorado, and a B student at West Chester. My academic record is very good and yet I can't find my niche in life. I think schools (high schools and colleges) should devote far more time with students in career planning. There are so many ways to make a living and live a meaningful life. Why not be into yoga, or astrology, or jewelry, or furniture making or whatever? I'm 25 years old and just realizing I can be happy and productive just by following my own interests.

I don't want to dwell on this and hope you get the gist of all this. I'm not exalting vocational schools or putting down colleges. There are many college courses I'm forward to taking. But I think the stigma of what is a "good" job or a "bad" job or a "respectable" job should be broken down. There's something out there for everyone, I hope! I'm also very pleased by all the new subjects and courses of study Harcum now offers. Too bad they weren't available 5 years ago.

- 22- Harcum was one of the most worthwhile schools I've attended. My experience there has given me quite a bit of confidence. I would recommend it to anyone.
- 23- I felt Harcum gave me an opportunity to make many lasting friends, and have many important social contacts. My education at Harcum enabled me to get a good position in retailing which enabled me to get my husband through law school. It also gave me an opportunity to do work that I did enjoy, and I had responsibilities on that job that I felt gave me self-respect.

- 24- I will be very interested to see the results of the survey. It was interesting being a part of it. It doesn't seem possible that I've been graduated from Harcum for seven years. Time certainly doesn't stand still, Dr. Blai. I look back fondly to the hours I spent in your education class. They were very educational hours. All the best for future years at Harcum.
- 25- I wonder, if sometime, I would want to go back to college to get my B.S. would there be a school, in the N. Y. Long Island area, where I could go for retailing. I think it's important that you help girls to get jobs on continue their education after Harcum!
- 26- I am thrilled and so proud to see how Harcum has grown since '69. If I lived in the area I think I would be taking courses now! I would like to see more college programs that encourage women to be executives, supervisors, and managers. The most frustrating thing is for a woman to prepare herself for responsible professional work and then end up doing secretarial work because that's what's expected of them!
- 27- It seems I might be contradictive (new word?) - I'm happy yet I'm not. At this point in life I am still a bit confused, but I feel myself getting together more as each day goes by. The kids are growing and becoming less dependent, leaving me with more time for myself. I think I have finally realized that 'story book lives' don't really exist and that marriage, children, and everything else has ups and downs, and doesn't always happen the way it's supposed to.
- 28- Wow, what therapy this was! Am glad you sent this to me. It gave me a lift for the day! IF HJC selected more females with higher ratings (grades) then improvement of female jr. colleges would be shown! I was so shocked this wasn't a letter for money - as they usually are! Glad to hear you have widened the courses and also have many courses leading to a B.A. degree. You need at least a B.A. to succeed today! I did feel I got a more meaningful education at HJC Early Childhood Ed. than a "hard" university with supposedly bright students.



## HARCUM JUNIOR COLLEGE

BRYN MAWR, PENNA. 19010

Office of Research  
IRR 75-19

(I)

### Harcum '75 Graduates Thrive!

1. Once again, for the eighth consecutive year, Harcum's most recent graduating class was circularized to obtain information regarding their educational-vocational articulation upon leaving the College. As in years past, more than a majority of those who graduated responded to the questionnaire mailed to their last address-of-record — some 53%, to be precise. Their comments are summarized below. In some instances grand totals exceed 100%. This reflects multiple responses - e.g., holding a job while attending college part-time; married and working; etc. The numbers in parentheses following the curriculum listings represent the number who responded to the questionnaire, and temporary summer employment is not included in these listings. As of August 31, 1975 the following totals applied:

#### Animal Technician (N=35)

Some 14% reported transfer acceptance into a 4-year program. Another 60% reported being accepted for employment and 10% that they were seeking college transfer at the time they responded. The remaining 16% reported they were seeking employment.

Titles of positions accepted were: Animal Technician; Assistant Manager - Hunter stable; Animal Technician-caretaker; research lab. technician; veterinary technologist; veterinary technician; veterinarian's assistant.

Monthly starting salaries reported ranged from less than \$300 to between \$500 and \$600.

#### Art (N=4)

One of the four respondents reported transfer-acceptance; one employment, and two, at the time they responded, seeking employment. The employed respondent (as a sales clerk) indicated a base salary of \$100/month, plus commissions.

#### Business Education (N=1)

The sole respondent indicated employment as a Secretary II (some accounting) at a monthly starting salary in the \$500-\$600 range.

#### Early Childhood Education (N=18)

Some 20% reported employment as assistant teachers at salaries ranging from less than \$300 monthly to between \$400 and \$500. Only 14% reported that they were seeking employment and the remaining 66% reported transfer-acceptance.

#### Education Associate (N=4)

All respondents reported transfer-acceptance.

Fashion Design (N=1)

The respondent is working as an apprentice, learning to refinish furniture and nautical items. Although no fixed salary, receives room and board and all living expenses such as car payment, insurance premiums, spending money for 'necessities' and entertainment.

General Studies (N=5)

Some 60% report transfer-acceptance; 20 seeking a job, and 20% employed, the latter as a clerk-typist earning between \$400-\$500 monthly.

Liberal Arts (N=2)

Both respondents report transfer-acceptance.

Legal Secretarial (N=4)

One respondent reports transfer acceptance; the other three reported employment ranging from \$300 to \$400 to \$400-\$500 monthly as legal secretaries.

Medical Secretary (N=4)

One reports seeking employment and three employment as secretaries with starting salaries ranging from \$300-\$400 to \$585 monthly.

Medical Technology (N=3)

All three report transfer-acceptance.

Physical Education (N=1)

A 'stop-out' - I'm vacationing; will continue college later.

Pre-Nursing (N=2)

Both respondents report transfer-acceptance.

Retail Merchandising (N=13)

Some 60% report transfer-acceptance; 20% reported they were seeking college transfer, and 20% working at salaries ranging from \$400 to \$500 monthly.

Social Service (N=5)

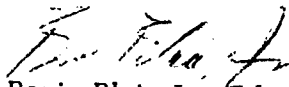
Twenty percent reported working as a nurse's aid and at a salary in the \$300-\$400 monthly range. Eighty-percent report transfer-acceptance.

2. Colleges/universities transfer-accepting Harcum '75 graduates included:-

<u>Pennsylvania</u>	<u>Other States</u>
Cabrini College	Hinds College
Cedar Crest College	Quinnipiac College
Elizabethtown College	Rider College
Millersville State College	Rochester Inst. of Tech.
Muhlenberg College	Towson State College
Penn State University	Univ. of Georgia
Phila. Col. Textiles & Science	Univ. of New Hampshire
Rosemont College	Univ. of Wisconsin
Temple University	Virginia Commonwealth U.
Thomas Jefferson Univ.	Virginia-Wesleyan
West Chester State College	
Univ. of Pa. Hospital	
Univ. of Penna.	

3. In response to a question regarding use of the Career Resource Center services while at Harcum, 60% indicated they had used this service, and finally, when asked if they had the choice to make again, would they select Harcum, a solid 80% responded "Yes"! The specific comments they offered are included as an Appendix to this report; they are thought-provoking.

4. It has been said that the living history of a college consists of its graduates' accomplishments. As this report reveals, among a majority of the 1975 Harcum graduates, substantial percentages in the various programs of study reported successful articulation either into 4-year colleges/universities and/or immediate employment. Among these 100 respondents only 15 reported seeking employment; unquestionably some of these located positions subsequent to answering the questionnaire.

  
Boris Blai, Jr. Ed. D.  
Director of Research

August 1975

## APPENDIX

Comments in response to the question - "If you had the choice again, would you select Harcum? Duplicate responses/views are not included.

### "No" comments

1. Now that I realize that I would like to be a dietician there wouldn't be much point in going to Harcum since they don't have any Home Economics courses.
2. With regard to the Animal Tech. program. I had a lot of trouble transferring to another college. It's not that I didn't learn a lot at Harcum, but transferring was made difficult since I didn't get a chance to take Physics and Calculus. Also, some of the subjects I had taken, such as Hematology and Urinalysis, would only transfer as electives. I felt I had wasted time in taking them when it came time to transfer to Quinnipiac. When I entered Harcum, I thought I had informed certain advisors of my future plans to continue in my field. However, somewhere along the line I was not properly directed as to which courses I should take to meet my needs. I do not hold Harcum entirely responsible for my troubles, but I do feel that students wishing to transfer should be informed about problems such as these that do develop, and should be urged to check with the college they plan to attend and adjust their schedules accordingly.
3. There are too many animal techs. Would go for RN program.
4. Because Harcum is bad. The academic part is horrible. All teachers lecture from notes or read write (sic) from a paper. Academically it smells. Especially the college location with boys schools. And I hate Harcum & please don't ask me for any money cause the school isn't worth what I put into it!
5. I would have chosen a 4-year school.
6. Now that I've finished my science courses I'm interested in business courses and would have gone to a business 4-year college or school that is co-ed with a larger campus.
7. I feel that a four year course in the same subject would have been beneficial. Also, the course at Harcum (Animal Tech.) was not really organized fully when I took it. They kept changing courses, etc.
8. I felt the courses were not challenging enough. Also the retailing should have been more of business courses than sciences, math, english, and more marketing accounting, bus. law and such. I did not feel qualified to go get a job with only my A.A.
9. Lack of administrative concern for students feeling and needs. Harcum is unfair and prejudiced against male students. Certain fees are ridiculous - i.e., parking, graduation, books, practicum.
10. Not for this program (Animal Tech) because it involves too much textbook work (half of which we don't need - organic chem. Biochem). When looking for a job I was told I didn't have enough experience handling animals in the lab - The course needs more lab work, especially in Blood Chem, urinalysis, etc. until it becomes a routine for the student. Instead of offering the labs semester by semester - each semester should review lab work from the last semester - some student's memories are very poor. I did my practicum at Penn (summer '74) which I thought gave me great experience!!
11. Lose credits transferring (ECE program). Some courses not challenging enough. Too small a school. Not many organized activities; no campus.
12. I don't think you get what you paid for. The courses could have been better and more should have been offered.
13. I started my course of study as Animal Tech. I now find that I do not enjoy the work & have in essence wasted two years of my life.



14. Should be co-ed. - completely co-ed! Felt some of the subjects given were unnecessary (Legal Secr.). There should have been more of a choice of what subjects the student wanted to take rather than what the school wanted the student to take. It was like what they did in high school where they tell you what subjects to study!
15. It would take me a year to enumerate all the things I disliked about Harcum. I'm just thankful for the friends I made.
16. Harcum is extremely disorganized. I feel that my services there were misused. Harcum is too quick to please parents and too slow to meet the student's personal & scholastic needs. I feel that Harcum was extremely unjust when they prohibited male students. Harcum is a very weak structure. My complaints are with the administration.
17. No social life.
18. I would rather have attended a 4-year college where my program (pre-nursing) was more dominant and where all courses would be taught as true college courses.
19. I believe Harcum's animal technician program is improving, but the course should have been better organized before it was offered.
20. Because male students aren't being accepted. I am sorry that there are people in the college that feel that males are of a different world.

"Yes" comments

1. A good school for retail merchandising major.
2. I have a job that I got through the Career Resource Center and I attribute it all to Harcum.
3. Because Harcum is a small school where teachers actually count you in; you're not just a number.
4. Because these last two years at Harcum were very worthwhile to me.
5. I liked the smallness of the school with a closer relationship with teachers. I enjoyed being with all girls because they are less distracting and more open class discussions.
6. Because it was the only school with a two-year course in A. T. Also, it was closest.
7. It was my kind of college: small, personal, two-years, near a major city but not too close, and nearby colleges.
8. Harcum gave me insight and prepared me for transfer. I had not planned to transfer until this year.
9. Yes, if I were interested in Child Development or Animal Tech. Harcum is a nice two-year school in a nice location.
10. Harcum has a good number of teachers who are quite competent as well as interested in their students. But I have no use for Harcum's administrators. They are unconcerned about Harcum students and do not stand behind Harcum teachers. I must say, however, in all fairness, most of my days at Harcum were pleasant. I learned a lot, and had many enriching experiences. I'd do it all over again.
11. I thought it was worthwhile!
12. Gave me confidence that I could handle school.
13. Because my program is associated with U of Penn which is very good.
14. For certain courses and outside help for jobs I would select Harcum. It is a very good school.
15. I loved my two years at Harcum and learned a lot, not only from my studies, but also by living in the dorm. I believe a small school like Harcum can give a student many advantages as it did for me. A person is given more personal attention which helped me learn a lot, and they also learn to take on responsibility - probably more so than in a larger school. I only wish Harcum had been four years because I loved it so much and never wanted to leave. I hope future students will feel the same way I do.

16. Because it offers individual attention for individual achievement, and that's a rare benefit these days.
17. Harcum helped me!
18. Because of the type of care Harcum gave me. If only it were 4 years I would still be there.
19. Because of a good program, concerned staff, size, location. I was very pleased with everything I received from Harcum. I shall recommend it to others.
20. My program prepared me well for future employment.
21. Because at the time I chose Harcum I was not sure I wanted 4 years of college. My 2 years at Harcum allowed me to make this choice. Furthermore, since Harcum was only 1 1/2 to 2 hours driving distance from my home it gave me the opportunity & the experience of being away from home - yet really not away from home - thus allowing me to adjust and mature at my own desired pace.
22. Harcum has an excellent, caring faculty - each person was considered unique. Mrs. Mowbray and Mrs. C'Neil are great teachers!!
23. The field practice was Social Service program's greatest asset.
24. Going to Harcum helped to fill the educational gap I felt I suffered by going to an urban city high school.
25. As a two-year school, Harcum gave me a chance to decide if I really liked Retailing. Also, since the program was well-rounded, it was easy to transfer.
26. It's a small college that teaches various types of programs. It's close to home & everyone there was so nice.
27. It let me plan my future, step by step, as I was able to handle it.
28. The professors, subjects, and atmosphere of the College really impressed me.
29. I enjoyed it very much. I feel the school can improve academically; the teachers ought to demand more of the students than they do.
30. It pointed me in the right direction.
31. Even though Harcum is a small college, it's one in which you become a part. The course I took gave me an excellent secretarial background, and my practicum & the opportunity to teach dance there provided me with the confidence I needed to get ahead.
32. Because it offers an excellent ECE program & I received all the help I need from my teachers. They are always willing to give a student help.
33. It offered the best program to suit my needs and my field of interest - animals.
34. It gave me good preparation in Social Services.
35. I enjoyed my two years very much. Harcum is a complete college, equipped, and offering all aspects of life.
36. The location is great & the Early Childhood Education program is a good one. The department is well-known in the area as being an excellent one.
37. Because Harcum is a small school it gives the students the opportunity to get to know the majority of the people there, including faculty. I met a lot of people who will be friends for life. Besides HJC is a beautiful place.
38. The most important thing to me was the small classes and individualized attention. I thoroughly enjoyed the atmosphere of Harcum. As a day student, the Activities Center was really a place of relaxation for me between classes.
39. It has the best available program for ECE.
40. As a small college, Harcum helped me become independent and learn to do things on my own.

41. I enjoyed myself there. The location is good for all kinds of things to do. The faculty was great to work with.
42. Because of the Animal Tech. program. I made some very good friends at HJC & really did enjoy being there. However, I do believe the school could be better than it is by simply screening applications more carefully.
43. Because Harcum had what I wanted - a small college in a nice area where I could find out whether or not I really wanted to continue my education. People at Harcum really cared, so I cared about my work and wanted to do well and succeed further in life. I did well at Harcum and made a lot of new friends. I had a lot of good times and I learned a lot about life, other people, and especially I learned a lot about myself.
44. I would select Harcum again for it is one of the few schools that offers a 2-year course in retailing. Also- Harcum has a great location.
45. I loved it; the teachers-students-campus.
46. I liked the people and the warmth of everyone.
47. I liked the small student body. Also, because I was uncertain about my plans for college when graduating from high school.



## HARCUM JUNIOR COLLEGE

BRYN MAWR, PENNA. 19010

Office of Research  
IRR 75-23

(I)

### Harcum Students Transfer On!

1. ALL who read this report should keep in mind that the information it contains is only a partial listing since it is literally impossible to obtain complete and accurate information from other colleges/universities. This is an established fact, for Harcum circularizes its current-year graduates during the summer following their graduation. The information furnished by some regarding transfer acceptance indicates, time and time, that their transfer-college has not fully responded to Harcum's request for transfer-acceptance information regarding its graduates.
  2. WHAT the following alphabetical listing clearly reveals is that Harcum graduates in a variety of curricula have been accepted for transfer with advanced standing in many different colleges/universities throughout the nation. These facts refute the false and irresponsible rumors which periodically are heard on campus regarding the transfer-acceptance of Harcum credits and courses.
  3. SIMPLY and accurately stated, these are the facts: Harcum credits/courses are transfer-acceptable at well over 400 colleges and universities IF GRADE-LEVEL EARNED is acceptable, and there are appropriate vacancies at the time of transfer application. In the following listing, which is representative of colleges/universities accepting Harcum credits/courses from among Harcum 1970-1974 graduates, the programs indicated in parentheses are the 'majors' in the other college/university. The other listing is Harcum 'major'.
- |                                       |                                   |
|---------------------------------------|-----------------------------------|
| 1. <u>ABINGTON MEM. HOSPITAL</u>      | Med. Technol. (Med. Technol.)     |
| 2. <u>Adelphia University</u>         | Retail Merch. (Bus. Mgt.)         |
|                                       | E. C. E. (Elem. Ed.)              |
|                                       | Liberal Arts (Liberal Arts)       |
|                                       | E. C. E. (Speech Pathology)       |
| 3. <u>Akron University</u>            | Liberal Arts (Sociology)          |
| 4. <u>Alabama University</u>          | E. C. E. (E. C. E.)               |
| 5. <u>Albright College</u>            | Retail Merch. (Home Ec.)          |
|                                       | Pre-Nursing (Nursing)             |
| 6. <u>Albany State College</u>        | General Studies (Elem. Ed.)       |
| 7. <u>Allentown Hospital</u>          | Speech & Drama (Cper. Room Tech.) |
| 8. <u>American University</u>         | Education (Elem. Ed.)             |
|                                       | E. C. E. (Elem. Ed.)              |
|                                       | Social Service (Psychology)       |
|                                       | Liberal Arts (Liberal Arts)       |
|                                       | Retail Merch. (Bus.)              |
| 9. <u>Antioch Grad. School of Ed.</u> | Liberal Arts (Special Ed.)        |

10. BEAVER COLLEGE

- 11. Bethany College
- 12. Boston University
- 13. Briarcliff College
- 14. Bridgeport University

- 15. Brown University
- 16. Bryn Mawr College
- 17. Bryn Mawr Grad. Sch. of Soc. Work

18. CABRINI COLLEGE

- 19. California State College (Pa.)
- 20. Central State University
- 21. Chestnut Hill College
- 22. Colby College
- 23. Colorado Mountain College
- 24. College Misericordia
- 25. C. W. Post

- 26. Curry College
- 27. College of White Plains
- 28. College of William & Mary

29. DCUGLASS COLLEGE

- 30. Drexel University

31. EASTERN COLLEGE

- 32. Elizabethtown College
- 33. Emerson College

E.C.E. (Elem. Ed.)  
 Legal Secr. (Liberal Arts)  
 Med. Tech. (Elem. Ed.)  
 Journalism (Journalism)  
 E.C.E. (Phys. Ed.)  
 Bus Mgt. (Bus. Adm.)  
 Soc. Service (Psychology)  
 Phys. Ed. (Phys. Ed.)  
 Animal Tech. (Biology & Pre-Med)  
 E.C.E. (Elem. Ed.)  
 Retail Merch. (Anthropology)  
 Retail Merch. (Lib. Arts)  
 Botony (Social Work)

Lib. Arts (Psychology)  
 E.C.E. (Elem. Ed.)  
 E.C.E. (E C. E.)  
 Med. Secr. (Psychology)  
 E.C.E. (Spec. Ed.)  
 Lib. Arts (Elem. Ed.)  
 Med. Tech. (Med. Tech.)  
 Lib. Arts (Spec. Ed.)  
 E.C.E. (E.C.E.)  
 Gen. Studies (Bus. Mgt.)  
 Education (Elem. Ed.)  
 E.C.E. (Child Comm.)  
 Animal Tech. (Animal Health)  
 Retail Merch. (Childhood Ed.)  
 E.C.E. (Elem. Ed.)  
 Education (Education)  
 E.C.E. (Spec. Ed.)  
 Elem. Ed. (Education)  
 Lib. Arts (History)  
 E.C.E. (Education)  
 Liberal Arts (Liberal Arts)

Soc. Serv. (Sociology)  
 Retail Merch. (Comm. & Bus.)  
 Retail Merch. (Bus. of Women)

Journalism (Lib. Arts)  
 Lib. Arts (Psychology)  
 E.C.E. (Elem. Ed.)  
 Med Technol. (Med. Technol.)  
 E.C.E. (Education)  
 Speech & Drama (Theatre Ed.)  
 Lib. Arts (Mass Communications)

34. FAIRLEIGH-DICKINSON UNIVERSITY

- 35. Fashion Institute of Tech.
- 36. Finch College
- 37. Florida Intern. University
- 38. Franklin College

39. GEISINGER MED. CENTER

- 40. Genesco State University
- 41. George Mason University
- 42. George Washington University

- 43. Geneva College
- 44. Georgia State University
- 45. Glassboro State College
- 46. Gordon College
- 47. Green Mountain College
- 48. Gwynedd Mercy College

49. HARTFORD UNIVERSITY

- 50. Holy Family College
- 51. Hofstra University
- 52. Hood College

- 53. Hunter College

54. IMMACULATA COLLEGE

- 55. Indiana University
- 56. Ithaca College

57. JEFFERSON UNIVERSITY

- 58. Juniata College

Gen. Secr. (Gen. Studies)  
Retail Merch. (Bus. Mkt.)  
E. C. E. (Education)  
Fashion Design (Fashion Design)  
Fashion Design (Fashion Design)  
Social Service (Sociology)  
E. C. E. (Education)  
Animal Tech. (Pre. Vet. Med.)

Med. Technol. (Med. Technol.)  
E. C. E. (Education)  
General Studies (Education)  
E. C. E. (Elem. Ed.)  
Med. Secr. (Reading)  
E. C. E. (Speech)  
Retail Merch. (Bus.)  
Gen. Studies (Gen. Studies)  
Elem. Ed. (Education)  
E. C. E. (Elem. Ed.)  
E. C. E. (Educ.)  
Gen. Studies (Education)  
E. C. E. (Elem. Ed.)  
Med. Secr. (Lib. Arts)  
Med. Secr. (Lib. Arts)  
E. C. E. (E. C. E.)

E. C. E. (Spec. Ed.)  
E. C. E. (Elem. Ed.)  
Lib. Arts (Lib. Arts)  
Retail Merch. (Marketing)  
E. C. E. (Elem. Ed.)  
E. C. E. (English)  
E. C. E. (E. C. E.)  
Retail Merch. (Bus.)  
Gen. Studies (Gen. Studies)  
Retail Merch. (Bus.)  
Gen. Studies (Gen. Studies)

E. C. E. (Psychology)  
E. C. E. (History)  
Education (English)  
Lib. Arts (Pre-Med.)  
E. C. E. (Elem. Ed.)  
Phys. Ed. (Phys. Ed.)

Med. Technol. (Med. Technol.)  
E. C. E. (Elem. Ed.)



59. KEENE STATE COLLEGE

60. Kutztown State College

E. C. E. (Spec. Ed.)  
Med. Techn. (Med. Techn.)  
Elem. Ed. (Education)  
Med. Techn. (Lib. Arts)  
E. C. E. (Spec. Ed.)

61. LESLEY COLLEGE

62. Lehigh University  
63. Lewis & Clark College  
64. Louisiana State University  
65. Long Island University  
66. Los Angeles City College  
67. Lowell State College  
68. Lynchburg College

E. C. E. (Spec. Ed.)  
Lib. Arts (Lib. Arts)  
Lib. Arts (Lib. Arts)  
E. C. E. (Education)  
Gen. Studies (Nursing)  
Med. Asst. (Phys. Ed.)  
General Studies (Lib. Arts)  
E. C. E. (Psychology)  
Phys. Ed. (Phys. Ed.)

69. MACALASTER COLLEGE

70. Madison College  
71. Maryhurst College  
72. Marymount Manhattan College  
73. Marywood College  
74. Mercyhurst College  
75. Marywood College  
76. Miami Christian Univ.  
77. Midwestern Univ.  
78. Millersville State College  
79. Millsops College  
80. Monmouth College  
81. Moore College of Art  
82. Mundelein College

Lib. Arts (Political Science)  
E. C. E. (Education)  
E. C. E. (Elem. Ed.)  
E. C. E. (Speech Therapy)  
E. C. E. (E. C. E.)  
Soc. Service (Psychology)  
Gen. Secr. (Elem. Ed.)  
Lib. Arts (Bible & Theology)  
Exec. Secr. (Med. Lab. Tech)  
E. C. E. (Spec. Ed.)  
Lib. Arts (Accounting)  
E. C. E. (Elem. Ed.)  
Lib. Arts (Design)  
Lib. Arts (Lib. Arts)

83. NAZARETH COLLEGE OF ROCHESTER

84. Newark State College  
85. New Hampshire College  
86. New Mexico Highlands Univ.  
87. Northeastern Univ.

E. C. E. (Sociology)  
Soc. Service (Soc. work)  
Retail Merch. (Marketing)  
E. C. E. (Elem. Ed.)  
Bus. Ed. (Radiology Tech.)

88. OHIO UNIVERSITY

89. Orange Memorial School of Nursing  
90. Orange Coast College  
91. Oswego University

E. C. E. (Education)  
Pre-Nursing (Nursing)  
Design (Design)  
Visual Arts (Art)

92. PENN ACADEMY OF FINE ARTS

93. Penn State University

Visual Arts (Fine Arts)  
Soc. Service (Soc. Welfare)  
E. C. E. (E. C. E.)  
Education (Elem. Ed.)  
E. C. E. (Elem. Ed.)  
Retail Merch. (Bus. Mgt.)  
Education (Home Ec.)  
Retail Merch. (Human Develop.)

- |   |  |
|---|--|
| 94. Pfeiffer College                      | Retail Merch. (Psychology)                   |
| 95. Phila. College of Textiles & Sciences | Retail Merch. (Textile Mgt.)                 |
|   | Retail Merch. (Retail Merch.)                |
|   | Retail Merch. (Business)                     |
| 96. Plymouth State College                | E. C. E. (Elem. Ed.)                         |
| 97. <u>QUINNIPIAC COLLEGE</u>             | Anim. Tech. (Animal Tech.)                   |
|   | Anim. Tech. (Lab. A.T.)                      |
| 98. <u>RICHMOND COLLEGE</u>               | Med. Technol. (Biology)                      |
| 99. Rider College                         | Legal Secr. (Bus.)                           |
| 100. Rochester Inst. of Technol.          | Soc. Service (Soc. Service)                  |
|   | Anim. Tech. (Lib. Arts)                      |
|   | Lib. Arts (Retailing)                        |
|   | Retail Merch. (Retailing)                    |
|   | General Studies (English)                    |
| 101. Rosary Hill College                  | Lib. Arts (English)                          |
| 102. Rosemont College                     | E. C. E. (Nurs. Sch. Ed.)                    |
|   | Lib. Arts (Lib. Arts)                        |
| 103. <u>ST. FRANCES COLLEGE</u>           | Animal Tech. (Lib. Arts)                     |
| 104. St. Joseph's College                 | Education (Social Studies)                   |
|   | Lib. Arts (Professional Arts)                |
|   | E. C. E. (Elem. Ed.)                         |
| 105. Shippensburg State College           | Lib. Arts (Journalism)                       |
| 106. Slippery Rock State College          | Phys. Ed. (Health Ed.)                       |
| 107. Simmons College                      | Med. Technol. (Med. Technol.)                |
| 108. State Univ. College-Brockport        | Vis. Arts (Fine Arts)                        |
| 109. State Univ. of N. Y. at Morrisville  | Anim. Tech. (Natural Resources Conservation) |
| 110. Stephens College                     | Retail Merch. (Retail Merch.)                |
| 111. St. Agnes School of Nursing          | Med. Tech. (Nursing)                         |
| 112. St. Rose, College of                 | E. C. E. (Elem. Ed.)                         |
| 113. Stockton State College               | Gen. Studies (History)                       |
|   | E. C. E. (Education)                         |
|   | Med. Asst. (Lib. Arts)                       |
|   | Med. Lab Tech. (Med. Tech.)                  |
|   | E. C. E. (E. C. E.)                          |
|   | E. C. E. (Psychology)                        |
|   | Education (Elem. Ed.)                        |
| 114. St. Mary's College                   | E. C. E. (E. C. E.)                          |
| 115. Stout State University               | E. C. E. (E. C. E.)                          |
| 116. Syracuse University                  | Lib. Aide (Library Science)                  |
| 117. <u>TEMPLE UNIVERSITY</u>             | Education (Elem. Ed.)                        |
|   | Phys. Ed. (P. E.)                            |
|   | E. C. E. (E. C. E.)                          |
|   | Lib. Arts (Pre-Law)                          |
|   | E. C. E. (Psychology)                        |
|   | Lib. Arts (Speech)                           |
|   | Gen. Studies (Education)                     |

Temple University (continued)

118. Texas Wesleyan College

119. Towson State College

120. Trenton State College

121. Trinity College

122. UNIVERSITY OF CALIFORNIA L.A.

123. Univ. College (State) at Cortland

124. Univ. of Colorado

125. Univ. of Dayton

126. Univ. of Delaware

127. Univ. of Maryland

128. Univ. of Mass.

129. Univ. of Miami

130. Univ. of Michigan

131. Univ. of New Hampshire

132. Univ. of New Mexico

133. Univ. of North Florida

134. Univ. of Pennsylvania

Bus. Ed. (Distributive Ed.)

Visual Arts (Art Ed.)

Med. Tech. (Pharmacy)

E. C. E. (Lib. Arts)

Lib. Arts (Allied Health)

E. C. E. (E. C. E.)

E. C. E. (E. C. E.)

Med. Tech. (Med. Tech.)

E. C. E. (E. C. E.)

E. C. E. (Elem. Ed.)

E. C. E. (E. C. E.)

E. C. E. (Education)

Gen. Studies (Education)

Lib. Arts (Gen. Studies)

Retail Merch. (Arts & Sciences)

Retail Merch. (Marketing)

Gen. Secr. (Education)

E. C. E. (Arts & Sciences)

Retailing (Retailing)

Lib. Arts. (Lib. Arts)

Soc. Service (Soc. Service)

Gen. Studies (Lib. Arts)

Educ. (Educ.)

E. C. E. (Education)

E. C. E. (E. C. E.)

E. C. E. (Speech)

Soc. Service (Soc. Service)

Lib. Arts (Communication)

Fashion Design (Med. Tech.)

Gen. Studies (Sociology)

Gen. studies (Elem. Ed.)

Legal Secr. (Bus. Adm.)

Lib. Arts (Nursing)

Visual Arts (Arts)

Lib. Arts (Elem. Ed.)

Education (Spec. Ed.)

E. C. E. (E. C. E.)

Elem. Ed. (Elem. Ed.)

Retail Merch. (Marketing)

Secretarial (Gen. Studies)

Education (Education)

Retail Merch (Gen. Studies)

Med. Tech. (Med. Tech.)

E. C. E. (Child Develop)

Lib. Arts (Lib. Arts)

Med. Lab Asst. (Histologic Tech.)

135. Univ. of Rhode Island

136. Univ. of Southern California

137. Univ. of Santa Clara

138. Univ. of Southeastern La.

139. Univ. of Southern Miss.

140. Univ. of St. Thomas

141. Univ. of Tampa

142. Univ. of Texas

143. U. S. International Univ.

144. Univ. Vermont

145. Univ. of Washington

146. Univ. of Wisconsin

147. VILLANOVA UNIVERSITY

148. Virginia Commonwealth Univ.

149. Virginia Wesleyan Univ.

150. WAYNESBURG COLLEGE

151. West Chester State College

152. Western New England College

153. West Virginia University

154. Widener College

Lib. Arts (Natural Resources)

Elem. Ed. (Elem. Ed.)

Phys. Ed. (Phys. Ed.)

Lib. Arts. (Science)

Gen. Studies (Nursing)

E. C. E. (Spec. Ed.)

Soc. Service (Art)

Bus. Mgt. (Bus. Mgt.)

Ed. (Phys. Ed.)

Retail Merch. (Marketing)

E. C. E. (Education)

Lib. Arts (Lib. Arts)

Lib. Arts (Lib. Arts)

Retail Merch. (Business)

Animal Tech. (Pre. Vet. Mdn.)

Bus. Adm. (Marketing)

Lib. Arts (Lib. Arts)

E. C. E. (Education)

Lib. Arts (Gen. Studies)

Gen. Secr. (Gen. Studies)

Library Aide (Gen. Studies)

Retail Merch. (Gen. Studies)

E. C. E. (Education)

Retail Merch. (Spec. Ed.)

Animal Tech. (Animal Tech.)

Retail Merch. (Elem. Ed.)

E. C. E. (Education)

Animal Tech. (Ed.)

Gen. Studies (Elem. Ed.)

Education (Elem. Ed.)

Gen. Studies (Lib. Arts)

Phys. Ed. (Phys. Ed.)

Soc. Service (Sociology)

Lib. Arts (Elem. Ed.)

Gen. Studies (English)

Animal Tech. (Lib. Arts)

Retailing (Journalism)

Legal Secr. (Pre-Law)

Soc. Service (Behavioral Science)

Legal Secr. (Lib. Arts)

Med. Secr. (Nursing)

Med. Tech. (Nursing)

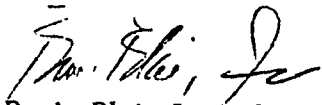
Gen. Secr. (Behavioral Science)

- 155. Wilkes College
- 156. William Patterson College
- 157. Wilmington College
- 158. Wurweiler School of Social Work

159. YORK COLLEGE CF PA.

Gen. Studies (Fine Arts)  
E. C. E. (E. C. E.)  
Soc. Service (Psychology)  
Gen. Studies (Soc. Work)

Retail Merch. (Retailing)  
E. C. E. (Retailing)  
E. C. E. (Elem. Ed.)



Boris Blai, Jr. Ed. D.  
Director of Research

October 1975



## HARCUM JUNIOR COLLEGE

FACULTY WORKSHOP  
(September 1975)

BRYN MAWR, PENNA. 19010

### HARCUM - In Perspective

Abraham Lincoln once said - "If we could first know where we are and wither we are tending, we could better judge what to do and how to do it."

This very sage observation, made over one hundred years ago, is still valid today. And so, once again this year, I should like to share some Harcum highlights with you. However - today I will try to synthesize my comments at Faculty Workshops these past four years, in order to - in Lincoln's words - "know where we are, and wither we are tending." In so doing, we may achieve a better understanding of how Harcum may continue, in the years ahead, as a healthy, viable learning center for young women!

Admittedly, what follows is a somewhat subjective evaluation, for the indicative records I've selected may not, in your judgement, adequately reflect the multi-dimensional complexities of the Harcum-experience. What I have missed - inadvertently, I assure you - I would ask you to mentally 'fill in' as I go along, and later - if you will give me the benefit of your perspective, I shall be very grateful.

\*\*\*\*\*

In 1971 I discussed three dimensions of Harcum programs and activities. The first was the Advanced Placement program through which secondary school students may demonstrate their readiness to undertake advanced courses as college freshmen. Over the past five academic years, about 12 to 15 students, annually, have received such Advanced Placement credits. Since this program was conceived to capitalize on the special talents and skills of high school students - although the number of those students who have been admitted to Harcum is quite modest, each represents an academic enrichment of the student body for those years the College has successfully attracted these above-average academic achievers.

The second statistic discussed, related to library books circulations. In 1970, the daily, week-day use of the library was a low 14% of the student body. By 1974, this had risen to a healthy average of 23%. Similarly, the ratio of books circulated per student rose from 16:1 in 1970 to 18:1 in 1974 - and finally, - the library collection usage rate during this period averaged a substantial 45% of the collection. Over this five year period an average of 9,637 books, annually, were circulated. This translates into a very substantial usage rate of 17 volumes per student, per year!

The third statistic noted is probably the single most significant and practical indicator of Harcum's success as a learning center - the voluntary student withdrawal rate during the school year. In 1971 the rate, in round numbers, was 6%. In 1974 it was only 5%, and during this five-year period it averaged 5.6%. This represents an exceptionally low attrition rate when compared with other two-and-four-year colleges. On-going, perceptive counseling of potential student dropouts, both by faculty members and staff personnel, is unquestionably a major contribution to this excellent student-holding power rate at Harcum. This is clearly an example of - human resources 'invested' equals human resources 'saved'. Let's keep this #1 record going!

\*\*\*\*\*



In September 1972, I sketched 10 quantitative dimensions of the College which related to students, the college 'press', or environment - and the key constituency - the faculty.

The question was asked - "why do parents send their daughters to Harcum?" Responses from a sample of 100 families of freshmen revealed that 8 out of 10 did so because of the specific program of study offered by the College. Also, more than half told us that four additional facts - (1) Harcum being a small college; (2) Harcum offers smaller-size classes; (3) Harcum accepts academically-average students; and (4) Harcum offers individual student attention - were additional considerations which influenced their decisions.

Of particular interest is the fact that these very same items were top-ranked in importance by very sizeable numbers of high school guidance counselors: - 583 in one survey, and 724 in another. In addition - among some 600 Harcum applicants, the following were selected: 1st ranked: Harcum is a smaller college; 2nd - Harcum offers individual student attention; 3rd - Harcum is close to home; 4th - Harcum accepts average students; 5th - Harcum has smaller classes; and 6th - Harcum helps students in making social adjustments.

#### Dimension Two:

During the 1960's decade, Harcum attracted students from 37 states and 13 other countries; and some 86% resided in the Middle Atlantic states of Penna., New Jersey, New York, Maryland, Delaware, and Washington, D. C. If Connecticut, Mass., Ohio, and Illinois are also added in, some 95% are accounted for.

#### Dimension Three:

During the decade, some 47% of Harcum freshmen were in the upper half of their high school graduating classes, and 85% of the total graduated from public high schools. Among these students a high level of stability in educational-vocational choices is evident in that a sample of two full classes revealed that better than 8 out of each 10 students were sufficiently mature in their planning to select a curriculum without subsequent change.

#### Dimension Four:

In 1970 an anonymous student questionnaire revealed that a dramatic 98% of the total student body characterized student/faculty relationships as either "Cordial" or "Satisfactory". A very substantial 91% considered their classes either "Satisfactory" or "Stimulating", and 88% stated their overall impression of the College was either "Average" or "Very Stimulating".

#### Dimension Five:

From 1962 to 1972 an average of 43% annually were accepted for advanced standing transfer - a very practical statistic; for as Professor Reisman of Harvard once noted - "a college must be tested by its products; the most obvious product being the alumni". Parenthetically, I would add that in the past 5 years this fine 'track record' has been exceeded. Among the 1970 through 1974 graduates, a conservatively-reported average of 56% indicated advanced standing transfer-acceptance.

#### Dimension Six:

An anonymous, in-depth evaluation of the College by 439 graduates revealed the following facts:

1- Approximately one-third reported successful completion of baccalaureate-level undergraduate schooling. 2- About 5% reported having earned masters degrees. 3- An overwhelming majority reported that in their views their Harcum years were a significant experience of practical value to them. 4- Among this sizeable group of almost 500 individuals, better than 8 out of 10 stated they would...."recommend Harcum to a friend seeking to select a junior college to attend." As our young friends would say - to a substantial number of its graduated, Harcum is "relevant"!

#### Dimension Seven:

Harcum's impact upon student academic achievement, as revealed by a classical before-and-after testing technique, indicated a 19% improvement in the six achievement areas measured by the STEP test - the Sequential Test of Educational Progress, and a 12% improvement in the verbal-mathematical abilities measured by the SCAT test - the School and College Ability Test. These were the results obtained among 48 students graduating in transfer curricula.

A follow-up study among this group revealed consistently higher achievements as indicated by transfer acceptance rate, baccalaureate graduations, and earning of masters degrees. And a third survey among a group of 305 alumnae revealed that only 23% of Harcum graduates who transferred on, were subsequent college dropouts; whereas some 73% of those students who left Harcum to transfer after only one year, ended up as 4-year college dropouts.

#### Dimension Eight:

Does Harcum practice what it professes as its educational policy? The Harcum catalog in 1970 stated that..."underlying Harcum's educational philosophy is the principle that general education and education for a career are compatible. The total curriculum is directed toward the growth and development of each student as an individual, and a responsible member of society."

A curriculum analysis among the 21 programs offered revealed that the College carefully designed into virtually all of these options a core of general education, represented by courses offered by the three academic divisions of Social Sciences, English & Languages, and Science & Math. In the 5 instances among these 21 curricula where all three divisions were not represented by at least one course, available electives in each curriculum provided the student flexibility to pursue interests in any of these areas.

#### Dimension Nine:

Faculty attitudes in 1970 regarding student participation in academic and social policy-making evidenced a consensus that not only have students asked for less restrictive rules governing their personal and social lives, but they seek greater participation in the formulation of these rules, as well as in the formulation of curriculum content. As a group - the faculty reported being favorably inclined toward student participation in the formulation of social regulations, but expressed reluctance to grant students a similar role in academic policy-making.

#### Dimension Ten:

One final set of statistic mentioned, related to the college's student holding power - perhaps the single most significant statistic reflecting the reality-dimension of ....never mind the rhetoric; this is what is actually happening! A 77% average return yearly over the past 8 years was reported among invited juniors who returned as seniors. In 1973 it rose to 80%. Simply as a matter of enlightened self-interest, it should be the on-going concern of everyone in this room, to vigorously help maintain this superior record of student-body stability.

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At the 1973 workshop, I referred to the first Decade of Development at Harcum under the leadership of President Duzy. Among the facts presented, following are selected highlights:

1- In 1963, some 23% of that year's graduates reported transfer acceptance with advanced standing at 4-year colleges and universities. By 1973 this had risen to some 62% - almost a three-fold increase!

2- In 1962, Harcum enrolled only 4% of all students in Penna. private, two-year colleges. Ten years later, some 17% of the state's students attended Harcum - a four-fold increase!

3- Consistently, over the past decade, Harcum draw students from about one-third of the nation's states, with about 85% entering from Penna. New Jersey, New York, Maryland, Delaware, and the nation's capitol. Of particular note - as late as 1971, Harcum continued to draw very substantial numbers of freshmen from out-of-state: 44%, to be precise.

4- Freshman class profiles during 1962 through 1972 reveal I.Q. weighted averages ranging from 105 to 117. During the first half of this period, an average of 71% graduated from the first and second quartiles of their high school classes. Between 1967 and 1972, this average dropped to 40%, reflecting the inexorable law of supply and demand. The general lowering of entrance requirements during this period resulted in keen competition to attract freshmen. This, in turn, reduced the numbers with higher academic achievement records which Harcum was able to attract.

5- Freshmen selectivity, as reflected by the applicant-selection ratio, remained quite stable during this decade - averaging 56%, and ranging from a high ratio of 69% in 1964 to a low ratio of 47% in 1965.

6- From 1962 through 1971 - among each 100 entering freshmen, an average of 72% were resident students, and 28% day-commuters. In 1972 a dramatic shift occurred, with only 51% being residents. This remained the same for 1973 freshmen. Fortunately, however, among 1974 freshmen, residents rose to 63% of the total class.

7- Voluntary student dropouts during the school year reflect the consistently high student-holding-power of the College. Since 1962, when this rate was 15% of year-beginning enrollment, such withdrawals have averaged less than 7.5%. For the past five years it has averaged a very low 5.4%. In academic 1973-74 the lowest rate on record was recorded - 4%, and this past year it remained quite low at 5.3%.

8- Student counseling and guidance services have been a 'way of life' at Harcum for faculty and staff personnel at all echelons. It has been a pervasive and clearly apparent characteristic of the Harcum scene, which unquestionably has contributed to the exceptionally low student attrition rate. The great importance Harcum students place upon this essential social-interaction dimension of College life is very apparent in the student responses to an anonymous questionnaire. They rated Student-Faculty interaction as their ... "most valued Harcum experience". Additionally - Harcum faculty, responding anonymously to another questionnaire, selected the statement - "to be available to students for individual conferences", as their second-highest-ranked selection among some 13 choices - exceeded only by the statement - "to know my subject matter".

It was then - and continues today to be evident: to any fair-minded observer there is no doubt whatsoever that Harcum is a student-oriented College!

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My concluding comment in 1973, will, I believe, bear repeating:....How well has a college been achieving its objectives? The facts noted here suggest that it has been accomplishing in substantive measure what it set out to achieve --helping young

women prepare themselves, both academically, and as social beings, to become responsible, contributing members of their community, with reasonable expectation of functioning effectively in a socially-complex and psychologically-demanding environment".

\*\*\*\*\*

Last year, at the faculty workshop, I cited, in considerable detail, the responses from 66% of the 1973-74 student population to a very detailed, comprehensive, and anonymous questionnaire relating to student life at Harcum. I will not repeat my remarks in detail, except to briefly summarize the major thrusts of the comments offered by the 329 respondents.

First:- With but few exceptions, their views indicated a very broad-based, 'positive' response to the various college-sponsored programs, activities, and events.

Second:- The extent to which students were motivated to avail themselves of existing facilities and opportunities for personal growth and development, reveals wide-ranging levels of participation, from a 'high' of 80% for student activities involvement, to a 'low' of 6% seeking assistance from Activities Directors in residence.

Third:- A majority of these respondents also expressed satisfaction with college-sponsored efforts to help meet their needs for Involvement, Cultural enrichment, Religion, and Socialization.

Fourth:- Their answers to a variety of questions revealed a generally 'mature', realistic, and informed awareness of the need for sound vocational career planning and decision making; and

Fifth:- Overall - Harcum students in general held their College in high esteem. This 'vote of confidence' should serve as a stimulus to build further upon a past record of sound programming in this vital dimension of student personnel services.

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To conclude then - the title I chose for these remarks today was:- Harcum - In Perspective. In this overview, I have briefly retrospected some of the multi-dimensional characteristics and accomplishments of the College. These are - in reality - your accomplishments. These numerous sightings, both long-range and short-range, document concrete evidence of the student-oriented benchmarks which reflect the practical results of Harcum's educational philosophy - in action.

Like a stethoscope, these various institutional research evaluations have 'listened in' on the vital signs of the College. By considering the findings of these analyses - thoroughly and critically, it has been possible to assess, more accurately - in Lincoln's words:....."where we are, and whither we are tending."

*B. Blad, Jr.*  
Foris Blad, Jr. Ed. D.  
Dean of Administration

1975



## HARCUM JUNIOR COLLEGE

BRYN MAWR, PENNA. 19010

### Employer-Based Evaluations of Harcum Programs

The link between postsecondary education and occupations has always been one of the major concerns in studies and policy debates on the question of manpower development and utilization. During the last two decades a great deal has been written on this topic and efforts are continuously being made to reexamine latest findings, to provide a framework of action that can help insure the best development and utilization of all our human resources.

The issue of training for flexibility in occupational development represents one of the more important and critical areas of concern for education- and its policy makers. There is, in general, a great deal of career indecision during one's educational development. High proportions of both men and women shift in and out of various occupational groupings during their undergraduate years.

For example, the proportion of undergraduate college men who hold the same career plans as freshmen and as college seniors ranges from a high of 56% for school teachers to a low of 7% for mathematicians. Overall, the most stable initial plans are for careers in teaching, law, engineering, and the health fields, in that a relatively high proportion of students planning such careers maintain their plans over time. Those with career plans in the sciences show the lowest stability rates. Parenthetically, I might add that at Harcum there is evidence of a high degree of stability in career selection and career planning. A recent-year analysis revealed, among a sample of 500 graduates, that 8 out of 10 had maintained their initial career choices right on through Harcum graduation. Perhaps a major reason for this high level of stability is Harcum's insistence that each curriculum offered be geared to the development of skills having interfield and inter-occupational transferability.



A curriculum analysis which was completed two years ago revealed that among all of the programs offered - some 21 options - the College had carefully designed into virtually all programs a core of general education represented by course offerings in the three major areas of Behavioral Sciences, Natural Sciences, and Humanities. In those few instances (technician programs) where this distribution was not an established requirement of the prescribed courses, available electives in each curriculum provided the student flexibility to pursue interests in any of these areas.

In essence, this approach permits the development of programs designed to develop basic competencies in mathematics, language-communications, and skills on interpersonal behavior. These are, of course, competencies which could be important in performing tasks in a wide variety of occupations that persons may enter upon college graduation. In pursuing this approach, Harcum believes its graduates acquire generalizable competencies and are ready either to enter the world of work in fields that interest them, or to continue their formal schooling and acquire the necessary knowledge to become experts or scholars in their disciplines.

It is recognized that critics of such competency-based education argue that education is not designed exclusively, or even primarily, to enhance job performance. There are other significant, non-economic benefits to be derived - such as a meaningful life, a sense of satisfaction in what one is doing, fulfillment, self-actualization, and other personal or 'psychic-income' benefits.

In full agreement with this thesis, I would, however, suggest that in doing a job competently, there is the strong implication that the individual is making a societal contribution - which also serves as a form of self-fulfillment and a source of satisfaction. Additionally, when a job is 'well done', one's self-esteem is enhanced, and thus one is provided with experiences which are supportive of self-actualization.



At Harcum, it is a firmly-held belief that an excellent means for gauging the practical effectiveness of its occupationally-oriented programs is to obtain candid, anonymous evaluations from employers of Harcum graduates. In essence, these evaluations can provide a yardstick for the measurement of educational effectiveness among the various career-oriented curriculums offered by the College.

A substantial part of the total instructional budget at Harcum is earmarked for occupational programs of study which have been designed to equip the successful graduate with immediately-useable job skills, knowledge, and attitudes. It is therefore a matter of sound management policy to provide for this essential evaluation technique within an overall system of educational accountability.

Typically, program evaluation data is confined to such quantitative dimensions as numbers graduating in a program of study, and numbers successful in obtaining employment in the field for which such educational preparation is appropriate. In the Harcum scene, a qualitative dimension has been added as a vital part of the total, on-going evaluation Plan at the College.

Beyond the annual questionnaire follow-up inquiry among most-recent graduates, which provides important information about jobs obtained, salaries, geographic location, and similar demographic facts - qualitative evaluation data is also obtained. This consists of information whose primary focus is upon specific aspects of job performance competencies.

Employers are invited to respond, anonymously, to an evaluation questionnaire. This instrument consists of 24 specific items which, when responded to, provide evaluative feedback information on three major skills competency areas. I will not itemize the 24 specific skills competencies at this time. However, they will be found in the Appendix to the paper covering this presentation which will be made available later to those desiring

The learning experiences we seek to assess through this follow-up technique are grouped into three major areas of performance-based competencies. These are: 1-technical skills; 2- human relations skills; and 3-problem-solving concepts and abilities. In addition, several questions are asked relating to job advancement possibilities of the employee, as well as the employer's assessment of desire to hire other future Harcum graduates. Collectively, this series of questions provides an in-depth assessment which is expressed in terms of measurable behavioral objectives, with the emphasis clearly on job performance through mastery of objectives.

To distinguish varying qualitative levels of job performance, a 4-item, Likert-type scale of response-categories is utilized for the evaluation of the 24 skills items included in the questionnaire. This consists of an assigned score-value of: 4 equals performance adjudged as 'Highly Effective'; 3 for 'Effective' performance; 2 for 'Ineffective' performance, and 1 for 'Highly Ineffective' job performance. In addition, for the two questions relating to job advancement possibilities and desire for future hire of Harcum graduates, a 5-category scale was utilized in which the score-value 5= Excellent; 4= Very Good; 3= Good; 2= Fair; and 1= Poor.

The data-responses received from employers is analyzed in both group and individual terms. For example - a mean score is determined for each of the 5 specific skills items included in the broad Technical Skills group. This is done by program of study so that Program Directors and other concerned faculty and staff personnel may pin-point specific skills weaknesses and strengths, assessed by these employers.

This basic, analysis-pattern is repeated for each of the Harcum programs of study in which the employers respond. A very practical outcome of this evaluation scheme has been that relative weaknesses in job-related skills becomes apparent. As a direct consequence, modifications in program content have been effected in such areas of problem-solving skills as problem definition and problem recognition; in human relations skills such as oral

expression, written expression, and accepting criticism; and also such technical skills as knowledge of equipment, equipment maintenance, and accurate manipulation of equipment.

To date, some of the uses of this assessment information have included:

1- Data summaries relating to individual programs of study. These have been developed for the primary use of the concerned Program Directors.

2- Rank-ordering of skills competencies. This has been a useful guide to the assessed relative importance, among these employers, of very specific job skills competencies. This, in turn, may be translated into varying degrees of emphasis placed upon the preparation for the skills competency within the Harcum program of study; and

3- Data summaries relating to the three broad job skills areas have been prepared. These have provided pertinent data to examine differences among the various curriculums, pointing up areas of comparative instructional 'weakness' and 'strength'.

Two collateral, serendipitous findings have been associated with this evaluation procedure. On the questionnaire form, an open-ended item was included. It was simply termed "Comments", with space provided for write-in observations. Some 27 write-in statements have been offered, to date. Complimentary comments regarding the job effectiveness of Harcum graduates have been gratifying to receive, but of even greater practical value have been the sometimes detailed suggestions for specific modifications in curriculum content.

The second finding relates to a relationship or correlation between graduation quality-point averages of these graduates and composite evaluation scores. When a composite rating score is assigned to the evaluated job skills competencies of these graduates, based upon a totaling of evaluations assigned to the specific 24 skills item identified in the questionnaire, a statistically significant positive correlation was found.

Should further experience with this follow-up evaluation technique yield additional

information for use in the career counseling of the individual. The college's Career Resource Center has expressed an interest in exploring further the possible development of such descriptive-predictive information.

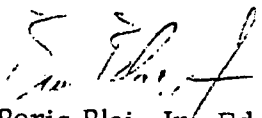
During the two years this scheme has been in operation, some 51 employers have responded to the questionnaire inquiry. They employed Harcum graduates of seven different programs of study, and on the descriptive scale of 4= Highly Effective; 3= Effective, the average value of their evaluations in the Technical Skills area was 3.2. In the Human Relations skills area, their average evaluation was 3.3; and in the area of Problem-solving Abilities they rated the Harcum graduates 3.3. With but one exception, the ratings for this recent group of Harcum graduates in seven different programs of study was at least 3.0, or 'Effective'. As previously indicated, group averages combining the evaluations of all seven programs were, in each of the three major job competency areas, an "Effective-plus" rating. This is, of course, gratifying to report - but of even greater significance to the College has been the pin-pointing of specific areas within programs of preparation which, in the collective judgement of these 51 employers, were evaluated as relative 'weaknesses'.

To date, faculty and staff response to this evaluation scheme has been quite positive. It is, of course, most gratifying for them when they receive positive feedback from a key constituency - the employers of their students. It is anticipated that this annual evaluation-review will continue. This should provide useful information to consider in the updating of curricular content.

In brief then - this use of empirical evidence in an evaluation plan is predicated on the assumption that quality of preparation for employment is a key element of occupational program evaluation. This particular technique is not unique to Harcum. As part of a broad-based evaluation program, it was initially developed, and first utilized in 1971, at Moraine Valley Community College in Illinois.

It is a relatively uncomplicated procedure which can provide usefully practical information for both faculty members and staff-administrators. We can, and we do recommend it!

Paper presented at  
NE Association for Institutional  
Research, New Haven, Ct.  
November 1975



Boris Blai, Jr. Ed. D.  
Director of Research

Encl: Appendix

HARCUM JUNIOR COLLEGE  
Office of Research

APPENDIX

Employer-Based Evaluation  
of Harcum Programs

Harcum Program: \_\_\_\_\_

Please check ONE only for each numbered item:

Technical skills levels of preparation

	Highly Effective	Effective	Ineffective	Highly Ineffective
1. Handles equipment with speed	_____	_____	_____	_____
2. Manipulates equip. with accuracy	_____	_____	_____	_____
3. Uses equipment creatively	_____	_____	_____	_____
4. Knowledge of equipment	_____	_____	_____	_____
5. Equipment maintenance	_____	_____	_____	_____
Comments?	_____	_____	_____	_____

Human relations skills

1. Cooperates with fellow workers	_____	_____	_____	_____
2. Promotes uses of new ways	_____	_____	_____	_____
3. Helps people	_____	_____	_____	_____
4. Accessible to others	_____	_____	_____	_____
5. Oral expression	_____	_____	_____	_____
6. Written expression	_____	_____	_____	_____
7. Listens to others	_____	_____	_____	_____
8. Recommends in non-offending way	_____	_____	_____	_____
9. Cooperates with supervisor	_____	_____	_____	_____
10. Accepts criticism	_____	_____	_____	_____
11. Asks appropriate questions	_____	_____	_____	_____

Problem solving abilities

1. Coordinating	_____	_____	_____	_____
2. Organizing	_____	_____	_____	_____
3. Scheduling	_____	_____	_____	_____
4. Planning	_____	_____	_____	_____
5. Problem recognition	_____	_____	_____	_____
6. Implementing successful solutions	_____	_____	_____	_____
7. Problem definition	_____	_____	_____	_____
8. Considers alternatives	_____	_____	_____	_____

Job Advancement Possibilities

\_\_\_\_\_ Excellent \_\_\_\_\_ Very Good \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor

Why?

Your desire to hire other future Harcum graduates:

\_\_\_\_\_ Excellent \_\_\_\_\_ Very Good \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor

Other Comments? \_\_\_\_\_





## HARCUM JUNIOR COLLEGE

Office of Research  
IRR 75-2

BRYN MAWR, PENNA. 19010

(II)

### Library Circulations 1969-70 through 1973-74

1. In IRR 74-27, "Use of Harcum Library", three general conclusions were drawn:  
"(1) The average weekly use of the library during non-examination periods by Harcum students evidenced a healthy increase since 1970-71; particularly noteworthy in 1973-74.  
  
(2) Following academic 1970-71, a sustained increase is noted in books circulated per student.  
  
(3) The library collection-usage-rate throughout this 4-year period has averaged a healthy 45%.

Further long-range trends in Harcum's learning resource center utilization will be reported in future indicative records documents."

2. This report addresses itself to one such dimension of library circulations — a detailed comparative analysis of library circulations for the 5 academic years 1969-70 through 1972-73. This will permit rather specific and detailed comparisons to be made by individual faculty members as well as administrative/staff personnel. All percentages reported in Table 1 are rounded off and refer to the number of circulations of the particular area compared to the total circulations that academic year.

3. The areas in Table I are listed in descending order of frequency of total circulations for the five-year period, thus revealing the greatest referral-usage among the Harcum students. The table further reveals that the ratio of books circulated per student has varied from a "low" of 13/student in 1969-1970 to a "high" of 19:1 in 1972-1973, with an average over the five academic years of 17:1. This is considered to be a substantial, sustained usage-rate.

4. For any of the academic years 1970-71 through 1973-74, to determine the actual number of volumes circulated within any of the 13 categories, one need only multiply the percentage number appearing in any cell by the grand total circulation for that year.

5. Scanning Table I throughout this five academic years period, there is evident a generally stable pattern of percentage usage within each of the 13 listed areas. The greatest variability in usage is noted in Children's books (9%) - from 19% to 18%; closely followed by Literature (8%); from 32% to 24%. The least variation is noted in both Language & General Works; some .3%.

6. As Table I further reveals, during this five academic years period the largest single area of library collection circulation was Literature (28%). This is to be anticipated

at Harcum as English is a core requirement for all programs offered. Early Childhood Education, until the introduction of the Animal Technician program in 1972, consistently was the largest single curriculum offered. This fact undoubtedly is reflected in the second highest percentage of circulations — Children's books (24%).

7. Although Social Service "majors" at Harcum are a small percentage of enrollment (5%), circulations of social science books is the third largest category among these 13 areas (17%). This again reflects the fact that social science courses are core requirements within 17 of the 26 programs of study currently offered by the College.

Table I. Library Collection Circulations - by Areas: 1969-70 through 1973-74

Category	Total Circulation	%	1969- 1970	%	1970- 1971	1971- 1972	1972- 1973	1973- 1974
Literature (800)	13,682	28%	2302	28%	32%	29%	24%	28%
Children's books	11,663	24%	2273	28%	23%	25%	26%	19%
Soc. Science (300)	8,055	17%	931	11%	17%	19%	17%	19%
Philosophy (100)	2,531	5%	476	6%	5%	6%	5%	5%
Applied Science (600)	2,434	5%	331	4%	4%	4%	6%	6%
Fiction	2,315	5%	470	6%	4%	4%	6%	5%
Pure Science (500)	1,986	4%	290	4%	2%	3%	6%	7%
History (900)	1,743	4%	371	5%	4%	3%	3%	3%
Fine Arts (700)	1,742	4%	247	3%	3%	3%	4%	5%
Biography (920)	1,168	2%	311	4%	4%	2%	2%	5%
Religion (200)	546	1%	135	2%	1%	1%	1%	1%
Language (400)	171	.4%	30	.4%	.3%	.8%	.1%	.1%
Gen. works (000)	148	.3%	51	.6%	.2%	.2%	.4%	.1%
Grand Totals Circulations	48,184		8,208		10,096	10,610	10,125	9,148
Books Circulated Student ratio	17:1		13:1		16:1	18:1	19:1	18:1

8. Coupled with the three general conclusions noted in paragraph 1 above, as Table I reveals, on the average 9637 books annually have been circulated during the five academic years 1969-70 through 1973-74 — a very substantial usage-rate of 17 volumes per student per year.

Boris Blai, Jr., Ed. D.  
Director of Research

February 1975



# HARCUM JUNIOR COLLEGE

Office of Research  
IRR 75-3

BRYN MAWR, PENNA. 19010

(II)

## Counseling For 'Total' Student Development

1. Harcum's motto - The College That Cares And Prepares - in the words of President Duzy... covers succinctly the Harcum commitment to her students." In addition, Harcum's seal carries the legend -- "Actions before words", an ideal to which Harcum is not only committed, in principle, but of far greater significance - in demonstrable fact.
2. As the February '75 issue of KEEPING UP WITH HARCUM states it -- "Harcum, The College That Cares And Prepares, has but one goal - to improve the quality of life of all who choose to attend the College. To achieve this objective, the College, in the words of its president, Dr. Michael A. Duzy, ... 'cherishes, as a prime objective, to provide an educational experience for young women which has, at its core, concern for the individual. It seeks to offer a preparation of total student development in which the student is truly central. To the qualified observer, the strength and excellence of the teaching is clearly evident, and it is further apparent that the faculty is both willing and able to keep it so."
3. Why does Harcum have these particular concerns? Dr. Duzy has expressed it concisely and clearly: "For the teacher to know them and for students to be known by teachers creates a favorable climate for learning."
4. Previous IRR's (74-6, 73-15, & 72-16) have discussed the long-standing emphasis which counseling has received at Harcum. These need not be repeated except, perhaps to note the following very significant and pragmatic facts. ... "At Harcum, student counseling is a 'way of life' for faculty, staff, and administrators. ... It is a pervasive and clearly apparent characteristic of the Harcum scene, and undoubtedly is a major contributing factor to the exceptionally low student attrition rate which Harcum has enjoyed over the past decade."
5. Although Table 1, below, does not reflect every counseling interview, it is believed to be substantially reflective of the very extensive counseling interviews which occur throughout a typical school year. Under the pressure of daily activities one can easily forget to tally such interviews, hence- the totals reported are conservative estimates at best!

Table 1. - Counseling Interviews

1966-67 through 1973-74		1974-75 <sup>E</sup>
<u>Annual Average</u>		
Interviews	= 2180	2500
Average interviews/student	= 4	4

E-Estimated; based upon a linear extension of first semester rate

6. Please - when you next recruit a Harcum freshman, tell her what this report clearly reveals -- that Harcum is, in fact, a student-oriented College!



## HARCUM JUNIOR COLLEGE

BRYN MAWR, PENNA. 19010

Office of Research  
IRR 75-10

(II)

### On-Going Counseling at Harcum

1. It has been a long-standing policy and practice at Harcum to extend to each student who will accept it, individual counseling regarding their concerns, aspirations, hopes and their accomodation to a complex and rapidly changing social world.
2. The on-going counseling at Harcum has been a part of a broad-based guidance service which has embraced the following dimensions for the past several years:
  - (1) freshman testing, in which the Nelson-Denny Reading Test; Watson-Glaser Critical Thinking Appraisal; Survey of Study Habits and Attitudes; and the Sixteen Personality Factor Questionnaire are administered to all new students during orientation week;
  - (2) on-going, individual counseling concerning personal, social and educational vocational matters;
  - (3) a rotating counselor who is available to students during the evenings, and also serves as a referral and screening agent for more serious and complex problems,
  - (4) when a specific area of concern becomes prevalent, group counseling is conducted. These groups usually consist of less than 10 students so that a closer, freer atmosphere prevails. As a general rule, these group sessions are supplemented by one-to-one counseling contacts to permit periodic evaluation of each student's individual progress;
  - (5) at Harcum, all members of the College community are involved in a team approach to counseling. Faculty referrals are one of the prime sources of student-counseling interviews and the faculty freely and frequently refer students to the counseling center;
  - (6) supplementary guidance programs are offered by knowledgeable speakers in fields of special student needs;
  - (7) in cases where a problem is deemed serious enough, or too deeply rooted to be handled by our counseling center, a referral is made to an appropriate outside agency. This may include a psychiatrist, psychologist, Bryn Mawr Youth Psychotherapy Center, or a community mental health center.
3. Counseling at Harcum is a 'way of life'; not merely a policy statement. It is a vital and on-going aspect of the close, warm faculty/student interaction which is an evident characteristic on the Harcum scene. It unquestionably is a significant reason for the exceptionally low student attrition rate during the academic year which Harcum has maintained throughout the past five years in particular (5.6% annually) and also during this past decade (6.3% annual average).

4. It is recognized that volume alone of counseling interviews, is not necessarily evidence of a quality counseling service. Yet when it is consistently associated, year after year, with a low student attrition rate, it does seem entirely reasonable to believe that both quality and quantity of counseling at Harcum is more than merely adequate. Over the past 7 years, a conservative estimate of average annual student counseling interviews is 1915 or an annual average of 3 interviews per student. During academic 1974-75, the annual average per student was 2, and the estimated total 1320. The qualifiers "conservative" and "Estimate" are used since it is a known fact that under the pressure of day-to-day operations far from all such interviews are tallied on the monthly interview record.

5. When the subject-matter of these recorded counseling interviews is analyzed, a quite consistent distribution becomes evident. Over the past 6 years an annual average of 75% of the interviews were concerned with Academic matters, (i.e.-academic progress, faculty clashes, educational and vocational aspirations) and the remaining one-quarter with Personal concerns, (i.e.-boyfriend, home-family, roommate problems, sexual anxieties, financial aid, self-image concerns, study difficulties). With the exception of academic 1969-70, the Academic concerns consistently reflected between 73% and 87% of the annually reported interviews. It is recognized, of course, that this distribution reflects only those concerns which students have been willing to 'share' with members of the Harcum staff and faculty.


6. The sustained high level of expressed concern with such matters as educational aspirations, vocational aspirations, and educational progress, clearly attests to the high level of concern such matters have had for recent-year graduates at Harcum. At the post-secondary level of formal schooling there are three generally-useful dimensions for disseminating practical job and career information. These include:

- (1) Personal knowledge and know-how among staff/faculty regarding conditions of employment other than in academe.
- (2) Planned education of students regarding jobs, careers, and career progressions in specific fields.
- (3) Specific information and assistance regarding job placement; interviews, resume writing, and allied technics.

7. Fortunately, at Harcum each of these areas has received attention. Faculty and staff-personnel bring with them extensive and varied work experiences in the non-academic world of work. This very valuable source of realistic information is constantly utilized to provide practical, down-to-earth vocational counseling assistance. Also the beneficial role of cooperative employment (internships) which provide educational enrichment through vocational experience continues as a vital, integral part of Harcum's program offerings in a broad range of curricula. And Harcum provides for its students a centralized, specialized student personnel service-the Career Resource Center which offers timely vocational guidance assistance as well as practical job placement help.

8. With Harcum being the last major opportunity for many students to implement their vocational plans, broad-based job and career information must be, and is, a matter of highest priority in academic-collateral services offered by the College. At Harcum, sustained, sympathetic attention to help students satisfactorily resolve the concerns which trouble them is, and will continue to be, a matter of top priority among services and programs offered.

9. When you next recruit a Harcum freshman be certain to tell her about what is noted in this report:- that Harcum is, in fact, a student-oriented College whose logo - The College That Cares and Prepares, does mirror its educational policies and practices.

  
Boris Blai, Jr. Ed. D.  
Director, Institutional Research

May 1975





## HARCUM JUNIOR COLLEGE

Office of Research  
IRR 75-12

BRYN MAWR, PENNA. 19010

### The Health Center - An Essential Student Personnel Service

(II)

1. Helping students resolve individual health problems can help to increase the integration of each student's physical living during college years with the larger purposes of the College. In helping individual students resolve these practical aspects of life, some of which involve minor crises for the students, provides an on-going opportunity for strengthening rapport as well as promoting growth in personal adequacy.

2. In 1969, the Office of Research conducted a survey among some 270 'small' (less than 1000 student-body) colleges. This revealed that ... "Harcum is one of the selective minority which offers ... general health counseling, a consultant psychiatrist, dentist, and daily health clinics. ... Harcum health services are unquestionably among the more comprehensive ones offered by small junior colleges throughout the country."

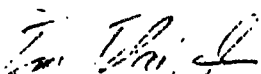
3. For the past 5 years, the Health Center has seen a monthly average of 4.0% of the student population. Specifically, these rates were:

1970-71 = 4.1%	1972-73 = 4.2%	1974-75 = 3.3%
1971-72 = 3.8%	1973-74 = 4.4%	<u>5-year average = 4.0%</u>

This rather stable and 'low' rate of Health Center visits, coupled with Harcum's exceptionally 'low' voluntary dropout rate during the academic year, (averaging only 5.6% the past 5 years), both suggest that the College has been 'sensitive' to the non-academic needs of the students, and seeks, whenever feasible, to accommodate these needs and concerns.

4. As a matter of both policy and practice, these most beneficial 'results' reflect an effective preventive health counseling service offered primarily by Health Center staff. Additionally, however, this has been supplemented by a sincere interest and concern among faculty and other College technical and support staff. Helping students to resolve or ameliorate their individual health concerns and difficulties contributes to their maturing capabilities for coping effectively with the realities of everyday living.

5. This dimension of student development is considered vitally important for total learning/development among Harcum students. It is among the primary objectives of the College.

  
Boris Blai, Jr., Ed. D.  
Director of Research

June 1975



# HARCUM JUNIOR COLLEGE

BRYN MAWR, PENNA. 19010

Office of Research  
IRR 75-15

(II)

## Comparative Library Statistics (1969/70 - 1974/75)

1. Periodically, utilization of Harcum's learning resource center has been assessed. In general, these analyses have revealed a sustained increase in books circulated per student and other indicative records of library utilization. The following paragraphs up-date the detailed information presented in IRR 75-2 reflecting library circulations 1969/70 through 1973/74. In addition some other parameters are noted.

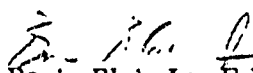
2. The percentages reported in Table 1 are in relation to the total numbers of books circulated during the academic years noted. The ratio of books circulated per student has varied from a low of 13/student in 1969/70 to a high of 19/student in 1972-73. During the immediate-past academic year of 1974/75, the ratio was 15/student. However, with regard to assigned reading, i. e., use of books placed on reserve in the library, in 1973-74 the ratio was 5:1 and in 1974-75 had risen to 8:1 - a resounding total of 4,637 reserve books utilized during the course of academic 1974-75.

Table 1:- Average Library Collection Circulations

Category	5-year Average *	1974/75
Literature	28%	27%
Children's books	24%	23%
Social Science	17%	18%
Philosophy	5%	5%
Applied Science	5%	6%
Fiction	5%	4%
Pure Science	4%	4%
History	4%	2%
Fine Arts	4%	5%
Biography	3%	2%
Religion	1%	1%
Language	.3%	.3%
Gen. works	.3%	.4%
Totals	9837	8678

\* = 1969/70  
through  
1973/74

3. Scanning Table 1, it is quite evident that a very stable pattern of use has prevailed during this period of six academic years. In no case is there more than a 1% shift between use in academic 1974/75 and average annual use in academics 1969/70 through 1973/74. Basically, of course, this reflects the overall distribution of curricula offered during this period. With the exception of the E. C. E. and Animal Technician programs, variations from year to year have been minor.

  
Boris Blai, Jr., Ed. D.  
Director of Research



## HARCUM JUNIOR COLLEGE

BRYN MAWR, PENNA. 19010

Office of Research  
IRR 75-20

(II)

### Second Employer-Based Evaluation Report of Harcum Programs

1. The College believes that employer-based evaluations of Harcum graduates are a valuable means for gauging the practical effectiveness of Harcum's career-oriented programs of preparation. It therefore has established an on-going program of annual follow-up inquiries among employers, of which this is the second report of their responses.

2. During the summer of 1975, some 37 employers of Harcum 1975 graduates were invited to respond-anonymously- to a questionnaire designed to elicit their evaluation-judgments. The data obtained were arbitrarily assigned Likert-type score values; i. e. response categories for a 5-item scale in which 5=Excellent; 4=Very Good; 3=Good; 2=Fair; 1=Poor. In addition, a 4-item scale was utilized for evaluation of some 24 characteristics relating to dimensions of job performance.

3. Employing these Likert-type scoring-categories provided a ready means for determining rankings of the various skills categories identified, as well as providing a basis for comparing the ratings which are included in Table 1 for the various Harcum programs. Harcum heartily subscribes to the educational proposition that realistic evaluations of its programs, predicated upon the quality (or timeliness) of their content, is a key and essential step in the management of College operations.

4. The job advancement possibilities indicated by these 27 employers follows. These are evaluated against a scale of: Excellent possibilities = 5; Very Good = 4; Good = 3; Fair = 2; Poor = 1.

Animal Technicians =	2.8	Legal Secretary =	3.5
Business Education =	4	Med. Secretary =	3.5
Early Childhood Ed. =	2.5	Retail Merch. =	3
General Studies =	3		

5. The expressed desires to hire future Harcum graduates, evaluated against the same 5-level scale indicated in paragraph 4, were:

Animal Technicians =	2.8	Legal Secretary =	5
Business Education =	4	Med. Secretary =	5
Early Childhood Ed. =	4	Retail Merch. =	4.5
General Studies =	4		

TABLE 1:- Employer-based Evaluations of Harcum Graduates

Technical Skills Level	A*	B	C	D	E	F	G
1. Handles equipment with speed	3@	3	3.5	3	3.5	3	3
2. Manipulates equip. with accuracy	3.1	3	3.5	3	4	3.5	3
3. Uses equip. creatively	3	-	3.5	3	3	3	3.5
4. Knowledge of equipment	3.1	3	4	3	3.5	3.5	3
5. Equipment maintenance	3	3	4	3	3	3.5	3
<b>Human Relations Skills</b>							
1. Cooperates with fellow workers	3@	3	4	3	3	3	4
2. Promotes uses of new ways	2.9	-	3.5	3	3	3	3
3. Helps people	3	3	3.5	3	4	3	4
4. Accessible to others	3	-	3	3	4	3	4
5. Oral expression	2.9	3	3	3	3.5	3	3
6. Written expression	2.3	3	3	3	3	3.5	3
7. Listens to others	2.9	3	3.5	3	4	3	3
8. Recommends in non-offending way	3	3	3.5	3	3.5	3	3
9. Cooperates with supervisor	3	3	4	3	3.5	3.5	4
10. Accepts criticism	2.9	3	3	3	3.5	3.5	3
11. Asks appropriate questions	3	3	3	3	3.5	3	3
<b>Problem Solving Abilities</b>							
1. Coordinating	2.9@	3	3	3	3.5	3	3
2. Organizing	3.1	3	3.5	3	3.5	3.5	3
3. Scheduling	3	-	3	3	3.5	3	3
4. Planning	3	3	3	3	3.5	3.5	3
5. Problem recognition	3	3	2.5	3	3.5	3	3
6. Implementing successful solutions	2.9	-	2.5	3	3.5	3	3
7. Problem definition	2.9	-	2.5	3	3.5	3	3
8. Considers alternatives	3	3	3	3	3.5	3	3

Legend:

\*A = Animal Technician (N=17)  
 B = Business Education (N=1)  
 C = Early Child. Ed. (N=2)  
 D = General Studies (N=1)  
 E = Legal Secretary (N=2)  
 F = Med. Secretary (N=2)  
 G = Retail Merch. (N=2)

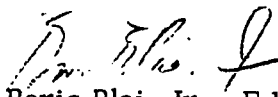
@ 4 = Highly effective  
 3 = Effective  
 2 = Ineffective  
 1 = Highly ineffective

6. Based upon the facts reported, among these 27 employers there appears to be general satisfaction with the preparation of these recent Harcum graduates in seven programs of study. Average evaluations in the three broad skills categories listed in Table 1, are summarized in the following table, the scale of ratings being: 4= highly effective; 3= effective; 2= ineffective; 1= highly ineffective. Numbers in parentheses are the group averages as reported for some 24 Harcum graduates in 1974, and all numbers reported are rounded-off to the closest tenth.

TABLE 2: - Mean-Value Employer Evaluations of Harcum Graduates

<u>Program</u>	<u>Technical</u>	<u>Human Relations</u>	<u>Problem Solving</u>
Animal Tech.	3.0	2.9	3.0
Business Ed.	3.0	3.0	3.0
Early Child. Ed.	3.7	3.4	2.9
General Studies	3.0	3.0	3.0
Legal Secr.	3.4	3.5	3.5
Med. Secr.	3.3	3.1	3.1
Retail Merch.	3.1	3.4	3.0
Group Averages	3.2 (3.2)	3.2 (3.4)	3.1 (3.4)

7. Among these 51 employers of Harcum graduates these past two years, overall their evaluations have been "Effective" plus!

  
Boris Blai, Jr., Ed. D.  
Director of Research

September 1975



## HARCUM JUNIOR COLLEGE

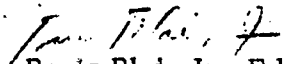
BRYN MAWR, PENNA. 19010

Office of Research  
IRR 75-21

(II)

### Harcum's High Student-Holding Power Continues!

1. Rhetoric aside - the student holding power of a College is among the most significant indicator of its educational effectiveness. In this dimension Harcum has a proud 'track record'!
2. Since 1970, an average of 76% of invited juniors have returned for their second year of studies at Harcum. This continues to compare favorably with the 72% return rate found to apply among some 60 other junior colleges throughout the country.
3. The second major element to be assessed in an evaluation of student-holding-power is the voluntary 'quit rate' among students throughout the course of the academic year. Expressed as a percentage of the year-beginning total enrollment, the average annual 'quit-rate' since 1970 has been a very low 5.6%.
4. The third critical element, which is probably the single most significant component, is the overall retention rate. This has been defined as the percentage of entering freshmen who graduate on schedule with their respective classes. The American Council on Education, reporting the results of a national survey, revealed that 62% of two-year college students drop out before graduation. At Harcum, over the past decade, only 42% annually have 'dropped-out', and this past May the Harcum graduating class represented a low 30% loss-rate - less than half the rate reported in the American Council on Education Survey!
5. Clearly this sustained record reflects the operational effectiveness of a variety of college programs, practices, and activities. Continued sensitivity to the shifting roles, values, and aspirations of women, should help maintain this excellent record.

  
Boris Blai, Jr. Ed. D.  
Director of Research

September 1975





## HARCUM JUNIOR COLLEGE

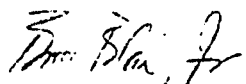
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Office of Research  
IRR 75-25

(II)

### Harcum Curricula Embrace General Education and Career Courses

1. In the 1975/76 Harcum catalog the following statement appears: "Underlying Harcum's education program is the principle that general education and education for a career are compatible. Specialized vocational courses and liberal arts courses complement each other. The total curriculum is directed toward the growth and development of each student, both as an individual and as a responsible member of society."
2. To what extent is this basic policy incorporated into the programs of study offered by the College? Two prior inquiries, IRR 70-60 and IRR 73-33, revealed that virtually all existing curricula included courses offered by each of the Academic Divisions. The extent to which this remains true at present is revealed in Table 1, attached. In those few instances where all four Academic Divisions are not represented in a curriculum, available electives provide the student flexibility to pursue interests in these areas.
3. It is abundantly clear that Harcum continues to practice its educational philosophy by embracing both liberal arts (general education) and career courses in its curricula. As was noted in IRR 73-33: "Curriculum offerings at Harcum are subject to on-going review, and are up-dated periodically to reflect job content shifts occurring in the various occupational areas for which Harcum offers general education and career-training preparation."

  
Boris Blai, Jr., Ed. D.  
Director of Research

November 1975

**TABLE 1:- Required General Education Content of Harcum Curricula**

Curriculum @	Business	Humanities	Science	Soc. Science
1. Animal Technology *	x #	x	x	x
2. Art *		x	x	x
3. Business Adm. -Accounting *	x	x	x	x
4. Business Adm. -Marketing *	x	x	x	x
5. Business Education *	x	x	x	x
6. Business Management *	x	x	x	x
7. Commercial Art *		x	x	x
8. Dramatic Arts *		x	x	
9. Early Childhood Education *		x	x	x
10. Education Associate *		x	x	x
11. Executive Secretarial *	x	x	x	x
12. Fashion Design *	x	x	x	x
13. General Studies *		x	x	x
14. Hotel/Motel/Restaurant Mgt. *	x	x	x	x
15. Interior Design *	x	x	x	x
16. Legal Secretarial *	x	x	x	x
17. Liberal Arts *		x	x	x
18. Medical Laboratory Technician *		x	x	x
19. Medical Secretarial *	x	x	x	x
20. Medical Technology *		x	x	x
21. Optometric Assistant *	x	x	x	x
22. Physical Education *		x	x	x
23. Pre-Nursing *		x	x	x
24. Pre-Pharmacy *	x	x	x	x
25. Real Estate *	x	x		x
26. Retail Merchandising *	x	x	x	x
27. Social Service *		x		x
28. Tourism/Travel *	x	x		x

@ = All curriculums require physical education

\* = Curriculums offering electives

# = Each "x" represents one or more courses offered within that Academic Division for the curriculum indicated.

The "general education" courses, expressed as a percentage of total number of courses included in each career-oriented curriculum, (defined as each program of study from which the graduate may immediately enter employment in that occupation without further formal schooling), are summarized in the following table.

**Table 2:- Percentage of "General Education" Courses in Career-oriented Curricula**

Animal Technology	= 25%	Interior Design	= 40%
Bus. Adm. -Accounting	= 50%	Legal Secretarial	= 38%
Bus. Adm. -Marketing	= 48%	Med. Lab. Technician	= 45%
Business Education	= 45%	Med. Secretarial	= 38%
Business Management	= 40%	Med. Technologist	= 30%
Commercial Art	= 30%	Optometric Assistant	= 33%
Early Childhood Ed.	= 45%	Physical Education	= 40%
Education Associate	= 60%	Real Estate	= 20%
Executive Secretarial	= 33%	Retail Merchandising	= 43%
Fashion Design	= 45%	Social Service	= 45%
Hotel/Motel/Restaurant Mgt.	= 26%	Tourism/Travel	= 21%



Office of Research  
IRR 75-6

## HARCUM JUNIOR COLLEGE

BRYN MAWR, PENNA. 19010

(III)

### Faculty Load Distribution - Spring 1975

1. Based upon the data presented in the Academic Dean's 3/14/75 report, above subject; the following tabulation summarizes various elements of faculty work load for the current semester. All numbers are rounded-off to the nearest whole number, and this report includes 43 full-time and part-time faculty members in the Day Division.

2. Teaching loads for part-time faculty have been converted into full-time equivalents; i. e., 15 credit hours = 1 full time. All numbers appearing in parentheses in Table 1 reflect the results of a similar analysis - Spring 1974, and the full-time faculty equivalents are: Business = 5.4 (5.0); Education = 2.5 (4.3); English = 5.6 (5.0); Fine Arts = 1.8 (1.4); Science = 7.7 (5.4); Social Science = 4.0 (3.4)

Table 1: - Elements of Faculty Workload

Faculty	A@	Ax	B¢	C	D
Business	98 (90)	+8 (-8)	15 (15)	4 (4)	20 (18)
Behavioral Science					
Education	92 (83)	+9 (-4)	12 (21)	3 (4)	19 (16)
Social Science	114 (135)	-21 (+15)	16 (15)	4 (3)	23 (27)
Humanities					
English/Lang.	80 (115)	-35 (+7)	15 (15)	4 (4)	16 (23)
Fine Arts	54 (51)	+3 (-1)	17 (17)	5 (5)	10 (10)
Science	150 (138)	+12 (+26)	18 (19)	4 (3)	20 (23)
AVERAGES	98 (96)	-4 (+6)	16 (17)	4 (4)	18 (20)

#### LEGEND

A = Average student load

Ax = Change from previous Spring semester

B = Average weekly contact hours

C = Average number of preparations

D = Average number of students per section

@ 'Typical' junior college instructor student load = 100+

¢ 'Typical' junior college instructor contact hours = 15

3. As Table 1 reveals: (1) College-wide, a high degree of similarity exists for both semesters. Comparing the various work load elements, average student load rose, and average number of preparations, average number of contact hours, as well as average number of students per section, all dropped. (2) The College-wide, faculty-student head-count ratio 'improves' upon the very fine 14:1 ratio for Spring semester 1974. It is an excellent 13:1 ratio -- a fact which should be made known to high school counselors and prospective students. Be a Harcum Ambassador - recruit a Harcum freshman!

Boris Blai, Jr., Ed. D.

Director, Institutional Research



Office of Research  
IRR 75-14

## HARCUM JUNIOR COLLEGE

BRYN MAWR, PENNA. 19010

(III)

### Faculty-Student Participation: College Policy Deliberations; 1974-75

1. This annual report reflects the participation levels of Harcum faculty and students in college policy deliberations, as reflected by their membership attendance/participation in standing committee meetings:

2. Student participation in the four standing committees is summarized in the following tabulation. It is quite apparent that despite the opportunity offered, little interest (as reflected by attendance record for committee meetings) has existed during the past two academic years - with the notable exception of Student Affairs committee.

Table 1:- Student Attendance; College Standing Committees

Committee	1973-74	1974-75
1. Institutional Advancement	0%	0%
2. Program	0%	Discontinued
3. Purposes and Standards	0%	0%
4. Student Affairs	88%	100%

Note: All attendance percentages, (rounded-off) reported in Tables 1 and 2 reflect the proportion of the number attending each meeting in relation to the product of the total number authorized and the total meetings held.

3. The direct participation of Harcum faculty members in the development of college policies, practices, and procedures is reflected in Table 2 which summarizes meeting attendance during the past 5 academic years. Attendance at Faculty Assembly is not included as these meeting times quite often conflict with scheduled lab. sessions, field trips, athletic contests, etc., Therefore, reporting such partial attendance figures would be meaningless.

Table 2:- Faculty Attendance; Committees and College Council

Group	1974-75	5 yr. average (1970-71/1974-75)
1. College Council	100%	94%
2. Faculty Affairs	70%	79%
3. Inst. Advancement	90%	87%
4. Library	disbanded	100%
5. Program	disbanded	92%
6. Purposes and Standard	87%	82%
7. Student Affairs	83%	83%
	Average	88%

4. As Table 2 clearly reveals, there has been a substantial and sustained participation of the Harcum faculty in policies-practices deliberations. Each member, to the extent he/she was willing to actively engage in the free exchange and development of ideas and opinions, did join with the College's governing Board of Trustees and the administration in establishing the principles which have guided and given direction to College operations.

5. A brief, highlight-summary of approval actions includes:

- (1) A revision of the academic calendar 1975-76 and thereafter; to reflect a shorter inter-semester 'break' and longer second semester.
- (2) Upon advice of College Council, elimination of social permission form.
- (3) Faculty Disciplinary Appeal Board reinstituted.
- (4) Faculty members invited to offer in writing suggested topics for monthly Faculty Assembly meetings.
- (5) Policy established for notification of students that failure to receive credit for a required course necessitates repeating the course, and that if the course is not required, the credits must be made up.
- (6) All members of faculty receive copies of Division Chairman monthly meetings with Dean of Instruction.

6. During academic 1974-75 many meetings of the Faculty Assembly and College Council were concerned with the Middle States Evaluation Team visit in March 1975, their written evaluation report, and the College's reply thereto. As in prior years, much of the substance of academic divisional meetings and meetings of divisional chairmen with the Dean of Instruction, concerned itself with quality-evaluation of individual course offerings; course appropriateness to timely preparation of students for effective articulation from academe to the world-of-work.

7. Even a cursory review of these various meetings minutes reveals the high level of educational professionalism which, in general, is characteristic of the Harcum faculty, both teaching and technical staff.

*B. Blai, Jr.*  
Boris Blai, Jr. Ed. D.  
Director of Research

July 1975



## HARCUM JUNIOR COLLEGE

BRYN MAWR, PENNA. 19010

### Some Biochemical Correlates of Academic Achievement (College Women - Their Eating Habits & Academic Achievement)

#### Statement of Problem

This pilot study was designed to investigate the relationship, if any, between the eating patterns of college women and their academic achievement. If the null hypothesis is rejected, because the differences in academic performance between the samples is too great to be reasonably attributed to sampling fluctuations, the implications might well be of significant consequence, both in terms of student academic achievement and their levels of mastery learning, or for effective articulation into the 'world of work'.

#### Literature Review

Although much attention has been given to the impact of proper nutrition upon school progress and learning among younger children, at the collegiate level one finds few literature citations. A literature search in the late Spring of 1974, (conducted through the Lockheed Information Retrieval Service, gave access to the following major data bases:

(1) NTIS - The complete Government Reports Announcements file from the National Technical Information Service, consisting of more than 325,000 abstracts of government research from over 240 agencies.

(2) ERIC - The complete file of educational materials from the Educational Resources Information Center of the National Institute of Education; including some 70,000 abstracts listed in Resources in Education, and 68,000 abstracts of journal articles in education listed in the Current Index to Journals.

(3) Psychological Abstracts - Over 125,000 abstracts to journal articles in psychology, issued by the American Psychological Association.

This search yielded an abstracts bibliography of some 93 items which relate, broadly, to nutrition and eating habits. Among these, however, no item was cited which related specifically to this subject of eating patterns among college women and their academic achievement.

A similar search was made of College Student Personnel Abstracts for the five year period 1970-74. This compilation of abstracts from journals, conference proceedings, and research reports pertaining to college students and college student services also did not reveal any germane citations.

Dr. Kasl (1) of Yale University noted, in 1974,.... "Our understanding of scholastic performance and achievement has reached a plateau, since it would appear that the major ability and motivational determinants (and the associated background and socio-environmental factors) have been identified, assessed, and tested out for their predictive usefulness. A significant improvement in our understanding and prediction of scholastic achievement could come from the identification of new, relevant ability dimensions or from a considerable improvement in our assessment procedures of the more elusive motivational variables, but



at the moment neither possibility appears very likely. Another strategy is to go to a radically different class of variables that have so far been largely unexplored (underlining supplied), and to identify one or more variables which show promise of accounting for some of the unexplained variance in scholastic achievement.

"Biological or biochemical variables are such a class and, off and on in the past, educators have been intrigued and tantalized by them".... However, "the absence of any striking success from the previous sporadic work in this domain rules out any reasonable hints of an impending 'breakthrough'." Yet, if there are such promising biochemical correlates of scholastic achievement, these might well serve to improve our predictions of scholastic success. It is also true, as Kasl points out, that some work with biochemical variables, (Vogel, Broverman, Drogans, & Klaiber)<sup>(2)</sup> with glutamic acid, shows encouraging promise.

From the storehouse of available cliches, one that seems appropriate to this topic is—"we are what we eat." This folk-wisdom appears to be generally supported in those findings which relate nutritional input and behavior, performance, achievement, motivation, etc. Specifically, there is evidence, as Kasl points out in his broad review... "that serum uric acid (SUA) possesses considerable promise as an indicator of one type of biochemical influence on achievement behavior.... Orowan (1955) was perhaps the first to hypothesize explicitly that high SUA levels and superior attainment may be associated. Noting that uric acid has molecular structure similar to other purines, caffeine, theobromide, and theophylline, Orowan speculated that uric acid may have the ability to stimulate the cerebral cortex and that its association with achievement is via its role as a cortical stimulant." (3)

The hypothesis... "asserting a positive association between SUA and superior achievement and accomplishment... has received the most encouraging support to date. The evidence comes primarily from two types of studies: comparisons of different occupational groups, and investigations of high school and college students and of university professors.... It is important to remember that... only male subjects were included. Women have been almost totally ignored so far." <sup>(4)</sup> (underlining supplied)

"The results from studies of high school and college students (Dunn et al.:<sup>(5)</sup> Gordon, Lindeman & Gordon <sup>(6)</sup>, Kasl, et al.:<sup>(7)</sup> Kasl, Brooks, & Rodgers <sup>(8)</sup> <sup>(9)</sup> <sup>(10)</sup> provide us with some of the richest data on the association of SUA levels and achievement. We find, first of all, that students who are in the top quarter of their graduating class on grade-point average have considerably higher serum urate levels than the remainder of the class. And if one examines grades and IQ simultaneously, one finds that the high serum uric acid students have considerably higher grades than one would expect on the basis of ability (IQ) alone. It was also shown that on several standard tests in which performance depends on how hard the student works (motivation and speed), as well as on ability, the high serum uric acid students perform better than those whose uric acid levels are relatively low.....

"In short, a variety of indicators - grades, test performance (on speed tests - but not on power tests), extracurricular activities, teachers' ratings - converge in characterising the high SUA students as higher on achievement-related behavior."....

"An interpretive summary of the evidence on SUA would suggest that there exists a good deal of support for a general theoretical framework in which high serum urate levels are seen as indicative of a high level of stimulation (arousal or activity level).....

"This kind of interpretive summary, of course, ignores large gaps in our knowledge and in the evidence... First of all, the data on uric acid as a cortical stimulant are very scant and scattered: Glumatic acid, a metabolic precursor of uric acid, has been implicated in cognitive functioning (Vogel, et al.) (11)..... However, we are still totally ignorant of the short-and-long-term effects on a whole range of behaviors, from simple reaction time to cognitive functioning to stable achievement-oriented behavior.....

"In short, we need many more studies which deal with such issues as: (a) biochemical correlates of achievement in women, (b) pharmacological control of SUA levels, (c) metabolic pathways involved in normal and elevated levels of SUA, or (d) the mechanism involved in the causal influence which uric acid may exert on specific types of behavior or performance." (12)

And finally - a search by ERIC/Higher Education of George Washington University in April 1975 revealed only 10 citations in Resources in Education and Current Index to Journals of Education. All were tangential to the specific topic of this inquiry: College women-their eating habits and academic achievement.

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- (12) Kasl, S. op cit. pp. 451, 455, 456, 457.

## Method

In 1974, all Harcum Junior College students were invited to complete a brief questionnaire (See Appendix A) which requested them to self-identify their eating patterns. Some 420 young women did so.

To help avoid data contamination resulting from including students with non-comparable academic potential, as measured by the CEEB Scholastic Aptitude Test, only those 'matched' in such scores were included in the statistical treatment of data obtained. (As the CEEB has noted - "the SAT is subject to 'errors of measurement', as is true of all tests and measuring devices generally, scores fluctuate around an average which can be thought of as a 'true score' for the individual. For both the SAT Verbal and Mathematics sections this is a range extending from 30-plus points below to 30-plus points above it. .... Small differences between scores do not necessarily indicate real differences in ability." Thus - individuals whose SAT scores are within 50 points of each other may, in accordance with this rationale, be considered as 'matched' in terms of the academic potential measured by the SAT.

Specifically, for each student in Group A (those eating 2 or 3 regular meals a day), one within the 50 point SAT range was included in Group B (those eating less than 2 regular meals daily). Through this method of sample selection, any differences found in grade-point averages among these two sub-groups could not reasonably be attributed to differences in academic potential as measured by the SAT. Presumably, such differences are associated with factors other than academic potential as measured by the SAT.

By following this sample-selection method, two groups totaling 332, were analyzed in terms of their graduation cumulative averages; the data being treated statistically to ascertain if significant differences existed among these sub-groups.

## Results

Perhaps the most common problem in research is to determine whether two samples differ sufficiently in one or more characteristics to discredit the hypothesis that the samples are from populations similar in the characteristics chosen for comparison. If the difference between the samples is too great to be reasonably attributed to sampling fluctuations, the "null" hypothesis is rejected, and the conclusion follows that a real difference exists between the populations from which the samples were drawn. Such non-chance, or real differences which cannot reasonably be ascribed to chance fluctuations, are at a confidence or probability level generally termed as statistically significant.

To determine if the obtained difference between the means of the graduation grade-point averages among Groups A & B students was likely to be a chance or statistically significant one, the t-ratio was applied to these data.

How large must a t-ratio be before an obtained difference between two means can be considered 'significant'? A convention, or arbitrary agreement, stipulates that the obtained difference must be at least large enough so that it could arise by chance variation only 5% of the time if there were, in fact, no true difference between the means of the populations from which the samples were drawn; (the so-called "5% level of confidence").

A t-ratio of 3 is a virtual certainty (about 999 chances in 1000) that a true ('significant') difference exists between the means of the two populations from which the samples were drawn. A t-ratio larger than 3 is that much more assurance that a 'significant' difference exists.

Speaking literally, there is never absolute certainty in scientific inquiry. All conclusions drawn from experiments contain an element of risk. However, what the t-ratio procedure permits one to state, quite precisely, is the extent of the risk. Therefore, for t-ratio of 3 or greater, the probability of an obtained difference being due to sampling fluctuations, or other chance variations, is less than 1 chance in 1000 -- or a very high "level of confidence" that such a difference reflects a true difference in the characteristic chosen for comparison.

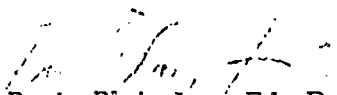
The t-ratio for the obtained difference between the mean grade-point average (2.9) for Group A (those eating 2 or 3 meals regularly) and the mean grade-point average (2.6) for Group B (those eating less than 2 meals daily), was 2.60. This translates into 995 chances out of 1000 that replication of this experiment would turn out the same way, i. e., a higher mean grade-point average for those eating 2 or 3 meals daily on a regular basis. With a confidence or probability level of less than .01, the data generated may be termed as being "very reliable".

#### Discussion/Conclusion

Based upon the results obtained in this preliminary or pilot inquiry, it would appear entirely reasonable to suggest that further inquiry into the nutritional biochemical correlates of academic achievement for collegians - both female and male, might be fruitful.

For example, what reliable differences in academic achievement, if any, exist between those who snack between meals; those who do not; those who regularly eat 2 to 3 meals daily; and those who do not regularly eat 2 to 3 meals daily - (The multi-faceted area of 'balanced' nutrition and achievement-performance)? In terms of 'higher' and 'lower' cumulative grade-point averages earned, are there any statistically-significant differences in specific foods eaten at regular meals? — in 'snack' foods eaten? Many other variables might also be investigated.

If the inquiry here is replicated several times, and the results show consistent directional findings and meaningful strengths of association, at that point it would then be appropriate to generalize the results. However, it does not appear unwarranted to suggest, tentatively, that nutritional biochemical correlates of academic achievement which are known to affect academic achievement of younger children might well also be an important factor in the academic achievement of collegians.

  
Boris Blai, Jr., Ed. D.  
Dean of Administration

1975

HARCUM JUNIOR COLLEGE  
Office of Research

QUESTIONNAIRE

May 1974

College Women - Their Eating Patterns

Harcum and other colleges are studying eating patterns of contemporary college women. How frequently do they not eat breakfasts? Do many of them typically not eat lunch? Do they 'snack' between meals?

It is necessary in this survey to identify individuals, as additional information will be obtained from their college records. However, you have my absolute assurance that this data sheet will be destroyed without divulging its contents to anyone, after I have tallied the information it contains.

Thank you for your helpful assistance.

Boris Blai, Jr., Ed. D.  
Director of Research

\*\*\*\*\*

NAME (Please PRINT) \_\_\_\_\_

Junior \_\_\_\_\_ or Senior \_\_\_\_\_  
Day \_\_\_\_\_ or Resident \_\_\_\_\_

1. Typically, for each Monday through Friday, I eat breakfast:  
5 days \_\_\_\_\_ 4 days \_\_\_\_\_ 3 days \_\_\_\_\_ 2 days \_\_\_\_\_ 1 day \_\_\_\_\_
2. Typically, my daily breakfast consists of: (Please check EACH item that applies)  
fruit juice \_\_\_\_\_ toast or rolls \_\_\_\_\_ butter \_\_\_\_\_  
Cereal \_\_\_\_\_ milk \_\_\_\_\_ jam or jelly \_\_\_\_\_  
eggs \_\_\_\_\_ coffee \_\_\_\_\_ bacon or sausage \_\_\_\_\_  
pancakes/waffles \_\_\_\_\_ tea \_\_\_\_\_ other? \_\_\_\_\_
3. Typically, for each Monday through Friday, I eat lunch:  
5 days \_\_\_\_\_ 4 days \_\_\_\_\_ 3 days \_\_\_\_\_ 2 days \_\_\_\_\_ 1 day \_\_\_\_\_
4. Typically, my daily lunch consists of: \_\_\_\_\_
5. Typically, for each Monday through Friday, I eat dinner:  
5 days \_\_\_\_\_ 4 days \_\_\_\_\_ 3 days \_\_\_\_\_ 2 days \_\_\_\_\_ 1 day \_\_\_\_\_
6. Typically, for each Monday through Friday, I 'snack' between meals:  
5 days \_\_\_\_\_ 4 days \_\_\_\_\_ 3 days \_\_\_\_\_ 2 days \_\_\_\_\_ 1 day \_\_\_\_\_
7. My 'snacks' usually consist of: \_\_\_\_\_
8. Typically, how many times a day do you 'snack'? \_\_\_\_\_





## HARCUM JUNIOR COLLEGE

BRYN MAWR, PENNA. 19010

Office of Research  
IRR 75-4

(IV)

### Learning Receptivity And Independent Study

1. What learning modes are best for particular students? Does the student maximize learning through visual techniques; discussion groups; lectures; practice; computer assisted or managed (programmed) instruction; by deductive or inductive methods? And what about independent study? Do Harcum students "respond", i. e., accept the opportunity and achieve reasonable levels of proficiency when the independent study method is offered?
2. A pilot inquiry was attempted in 1974 by inviting some 36 returning seniors to earn some of their senior year academic credits through independent study. Only one-third, or 12, notified the Academic Dean that they wished to avail themselves of this opportunity. Finally -- only 3 of these 12 actually enrolled in one of the 6 available courses; less than 10% of those afforded the opportunity. But of greater import, only one-quarter (3 of 12) of those who indicated they wished to do so actually followed through and enrolled in the course.
3. The 3 students who did complete Engl. 209 - Modern Short Novel through independent study did earn creditable grades: 2 A's and 1 B. However, since this cannot be considered as a representative sample from among the six varied courses offered, these results cannot be responsibly generalized. These particular students did well, but would others - in other courses? No evidence is available - yet! Independent study as a learning option at Harcum does not appear to be viable at this time.
4. Perhaps, however, the opportunity for independent study can again be extended to selected seniors returning in September 1975. In addition, the availability of such independent study courses can be made known to current juniors during this Spring semester. To abandon the independent study option based solely upon one very limited, non-representative experience would appear to be somewhat premature.

Boris Elai, Jr. Ed. D.  
Director, Institutional Research

Encl.



August 9, 1974

Because of your very fine first year academic record you are cordially invited to earn some of your senior year academic credits through an Independent Study program which has been reserved for selected students. The courses offered include:

Behavioral Science

- (1) Soc. Studies 127 - U. S. History 3 credits

Business

- (2) Bus. 202a - Advanced Typing 3 credits  
(3) Bus 207 - Economics 3 credits

Humanities

- (4) Engl. 209 - Modern Short Novel 3 credits  
(5) Engl. 215 - Black Literature in America 3 credits

Science

- (6) Science 175 - Physical Science 3 credits

In the Independent Study course you select you will not be expected to attend regular classes, take notes, or write quizzes. Being free of class attendance, you will follow a program of directed reading and, when appropriate as advised by your instructor, write term papers or other reports. Your instructor will advise you how often you will meet with him/her throughout the semester, and you may select one of the above listed courses.

Your sole requirements, if you select any of these courses for Independent Study will be:

1. Working largely on your own, under the general guidance of the course instructor.
2. Write such term paper (s) as are required of students attending the regular course.
3. Write the same final examination as those students attending the regular course.

This opportunity to enrich your educational experience through Independent Study is offered to you because of your proven high level of academic motivation and performance at Harcum. Please complete the enclosed form and mail it to my office no later than August 22, 1974.

Sincerely,

Robert W. Ramsay, Ed. D.  
Academic Dean



# HARCUM JUNIOR COLLEGE

BRYN MAWR, PENNA. 19010

Office of Research  
IRR 75 - 5

(IV)

## "F" & "I" Grade Pattern 1969-70 to 1974-75

1. Patterns of F and I grades reveal, in rough measure, levels of academic motivation and application to studies, as well as reflecting collateral 'outcomes' of personal-social adjustment problems among students. Of course, they also reflect the relative-stability of grading practices among faculty.
2. Analysis of 'deficiency' grades during these five academic years reveals the annual patterns noted in Table 1 which also evidences a long-term trend of substantial stability. Whether these similarities reflect levels of student stability (i.e., general levels of academic motivation, preparation, capacities, and application); faculty stability (i.e., a substantial majority having taught at Harcum throughout this period); or a combination of both, cannot be ascertained solely from these grading patterns. However, other inquiries over the years (IRRs 70-5, 72-2, 72-24, 72-31, 73-34) rather consistently suggest that both student and faculty characteristics contribute to this 5-year pattern of comparative similarities.

Table 1: - F & I Grades

	<u>69-70</u>	<u>71-72</u>	<u>72-73</u>	<u>73-74</u>	<u>74-75</u>	<u>Average</u>	<u>Range</u>
F =	5%	3%	2.8%	3.5%	4%	3.7%	2.2%
I =	2%	2.4%	3%	1%	2.2%	2.1%	2%

3. For the Fall semester of 1974-75, the total F & I grades assigned, by academic departments, are summarized in Table 2, below.

Table 2: - F & I Grades Assigned

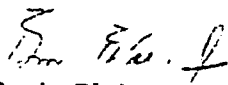
	<u>F's</u>	<u>I's</u>
Behavioral Science	14	11
Business	25	12
Humanities	5	32
Science	72	7

4. Three years ago (January 1972) the following observations were made in IRR 72-5, "Trends" in 'Lower' Grades (Fall 1965 to Fall 1971):

" 6. Keener competition for freshman admissions has been on the increase in recent-past years; particularly for 2-year private, independent colleges. This has been occasioned by at least two major changes in freshman college admissions: (1) many 4-year colleges have lowered their entrance requirements, and (2) the rapid proliferation of tax-supported (low tuition) community colleges during a period of general economic retrenchment.

7. The long-range effects of these changes is virtually inevitable: greater numbers of students with modest high school academic records matriculate in these 'competing institutions. As a consequence, there are fewer of such students (due to a prospective 8-year period, until academic 1980, during which a lowered birthrate could have a depressant effect on college admissions.) This, in turn, is reflected in a reduced number available to accept invitations to attend Harcum. Paralleling these significant shifts, and assuming continued, stabilized grading practices at Harcum, it is anticipated that a rising level of "lower" grades will be somewhat characteristic of the immediate years ahead." (underlining supplied)

5. The facts documented in Table 1, above, do reveal such "a rising level" in F grades. Will it continue?

  
Boris Blai, Jr. Ed. D.  
Director, Institutional Research

March 1975



## HARCUM JUNIOR COLLEGE

Office of Research  
IRR 75-11

BRYN MAWR, PENNA. 19010

### 1975 'Honors' Graduates

(IV)

1. During this past academic year, both professional and general publications have deplored the increase in 'premium' ("A" & "B") grades. How has this situation been reflected in Harcum grading practices? One direct means for making such an assessment is to compare the percentages of graduating seniors who earn honors cumulative averages. Table 1, which follows, contains such a comparison, and it is clearly evident from the facts presented that grades-inflation struck Harcum this past academic year!

Table 1:- Honors Graduates: 1964-1975 \*

Honor	1975	1974	1973	1972	1971	1964-1971	Range
Cum Laude	19%	11%	12%	11%	7%	9%	4-19%
Magna C. L.	14%	8%	7%	9%	4%	4%	2-14%
Summa C. L.	5%	5%	3%	5%	1%	2%	1-6%
Totals	38	24	22	25	12	15	7-39

\*All numbers reported have been rounded-off to the nearest whole number.  
Therefore, percentages reported are slightly 'inflated'.

2. As Table 1 reveals, subsequent to 1971 each category of honors awards has exceeded the 1971 total, and the averages over this 5-year period have been:

Cum Laude	=	13% vs 7% in 1971
Magna Cum Laude	=	10% vs 4% in 1971
Summa Cum Laude	=	5% vs 1% in 1971

In each instance these averages also exceeded the averages for the 8-year period 1964-71, with the most dramatic increases occurring in 1975; grades de-valuation has accompanied economic inflation!

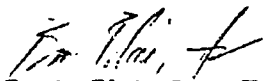
3. In IRR 71-17 (Honors Graduates Among Seniors: 1964 through 1971) the following was the last paragraph:

"At no time during the past 8 years have more than 15% nor less than 9% of the graduating classes earned some form of graduation honors recognition. This clearly suggests that rather consistently at Harcum, honors recognition has been an incentive award reserved for the select few who have consistently excelled in their academic performance."

QUESTION:- What has become of... "the select few", when in 1975 almost 40% of the graduates; some 72 individuals, received such 'honors' recognition??

4. Grading practices are probably the single most sensitive aspect of schooling, teaching and learning. Its practical importance to the student, with reference to further schooling and/or employment, cannot reasonably be brushed aside, for grades earned can significantly influence future opportunities. And yet, it is equally apparent, that over-inflated grades, leading subsequently to 'puffed' cumulative averages, can destroy what they seek to create - a sense of incentive challenge, and accomplishment for academic achievement beyond the merely ordinary.

5. When the "few" become many; when the required levels of performance for 'excellent' and 'average' tend to be one and the same — there no longer is 'excellence', merely mediocrity. By definition, mediocrity is "ordinary: of moderate or low quality:" certainly that is not a standard which Harcum wishes to emulate.



Boris Blai, Jr., Ed. D.  
Director of Research

June 1975



## HARCUM JUNIOR COLLEGE

BRYN MAWR, PENNA. 19010

Office of Research  
IRR 75-13

(IV)

### Poor Academic Performance-Why?

1. Talent loss or waste due to student academic failure has been one of the critical problems in American higher education (Algier, 1972). This past year at Harcum annual student voluntary dropouts rose from a 4% rate last year to 5.3% - Why?

In an effort to pinpoint (identify) problem areas related to poor academic performance (a basic cause of dropouts), an anonymous mail questionnaire survey in late May 1975 was conducted among all day division faculty of the College. The questionnaire instrument utilized was adapted from the very excellent one developed by Dr. Jae W. Choi, Director of Institutional Research at Frostburg State College, Frostburg, Maryland. (I am indebted to Dr. Choi for making it available).

As has been noted, through the practice of exclusion and academic dismissals, institutions of higher education have avoided dealing with marginal students who could potentially graduate from college. (Choi, 1973). Not so at Harcum!

As was reported several years ago, Harcum, as a matter of affirmative policy, has accepted 'calculated risk' students. The results of this practice were documented in several in-house research reports and an article published in 1971. The penultimate paragraph of the article states:

"In consideration of the factual data summarized in this study and further detailed in studies IRR 69-4 and IRR 70-4, it is concluded that substantial evidence exists to recommend the continued careful selection and matriculation of so-called 'marginal' or academic risk applicants for admission to Harcum. It is evident that such 'calculated risks' can and do persist to Harcum graduation; and further, do succeed in gaining acceptance to 4-year institutions; or in the case of graduates from 'terminal' programs, in locating acceptable employment" (Blai, 1971: p. 22)

Unfortunately, as Choi points out - "Those students labeled 'high risk' or 'marginal' are usually stigmatized as academically inferior and consequently dumped out, leaving only cursory investigation into fundamental causes of failure" (Choi, 1973, p. 2). The inquiry reported here is a replication of his efforts to be less-than-cursory!

As Wilson (1972) has observed, no one factor leads to academic failure. Those students who become 'flunkouts' reveal a melange of academic deficiencies, cultural disadvantages, lack of goal orientation, or mistakenly chosen majors. As Blai (1972) has indicated: "There are various elements of student characteristics and environmental 'press' reported to differentially predict at the .05 or higher levels of confidence between the junior college student persister and non-persister. These.....(include):



- (1) Dropouts showed tendency to be enrolled for fewer than 12 units; persisters 12 units or more.
- (2) Dropouts tended to be employed more times outside school than persisters.
- (3) Dropouts tended to have attended more schools prior to the 10th grade than did persisters.
- (4) Mothers of dropouts tended to have less education than mothers of persisters.
- (5) At two-year colleges, highest dropouts occurred at private, church-related (29%), followed by private, independent (24%), co-ed schools (29%), and all female schools (19%).

In addition, a study (Astin, 1972) revealed that the principal predictors of non-persistence, both at two and four year colleges included:

- |  |                                    |
|--|------------------------------------|
| (1) plans to marry while in college    | (4) being a female                 |
| (2) holding a job during academic year | (5) turning in paper or theme late |
| (3) smoking cigarettes                 | (6) having no religious preference |

And - in an earlier study (Panes, Astin, 1967) the "major" reasons stated for leaving 4-year colleges included:

Male	Reason	Female
27%	(1) Dissatisfied with college environment	27%
26%	(2) Wanted time to reconsider goals/interests	13%
24%	(3) Could not afford cost	18%
22%	(4) Changed career plans	21%
16%	(5) <u>Academic record unsatisfactory</u>	6%
11%	(6) <u>Tired of being a student</u>	6%

Analysis further revealed that characteristics of students not completing four years included:

- (a) comes from lower socio-economic backgrounds.
- (b) have lower grades in high school.
- (c) have lower level of initial educational aspirations than do students who complete four years.

As Choi (1973, pp 2, 3) so cogently has noted: "In order to salvage potential 'flunkouts' by improving their ability to cope with college work, causes of poor academic performance must be specifically detected, and appropriate educational programs should be organized. The literature is replete with investigations into predicting and identifying successful college students. However, few studies have attempted to focus on the specific causes of college students' failure as perceived by the teaching faculty, one of the most important variables existing in the educational process."

Although it is recognized that faculty perceptions of failing students may well vary, it is believed that a careful analysis of their assessments can be productive for both the College and 'salvageable' failing students. Therefore this replication inquiry was undertaken to:

- (a) analyze faculty perceptions of poor academic performance of students in relation to instructional needs,
- (b) consider establishing relevant instructional units and services in order to meet specific instructional/learning needs of students.
- (c) to maintain and upgrade college standards of academic productivity.

The questionnaire instrument utilized consisted of two parts; some "21 objective items designed to reflect the faculty perceptions of poor students' behaviors in the areas of attitudes, work-study habits, classroom behaviors, skills, and level of thinking. The respondents had the choice of checking one of these categories for each item: 'Strongly Disagree', 'Somewhat Disagree', 'Don't Know', 'Somewhat Agree', and 'Strongly Agree'.

Four other items were listed as "Other", permitting faculty to identify additional areas which, in their judgement were characteristic of the student with poor academic record. The final two items on the questionnaire were open-ended, requesting respondents to: (1) "comment on poor student performance in your field," and (2) "recommendations on what can be done to improve poor student performance in your field." (Choi, 1973, pp. 4-5)

The pre-structured, twenty-one objective items were given weighted multipliers for scoring responses: "-2" for "Strongly Disagree", "-1" for "Somewhat Disagree", "0" for "Don't Know", "+1" for "Somewhat Agree" and "+2" for "Strongly Agree". Responses were counted, then multiplied by those multipliers to get weighted composite scores for each item. The "Other factors" and two open-ended items were separately analyzed from the pre-structured twenty-one items and simply frequency-counted and converted into percentages. These permitted the faculty to cover any items not listed in the structured-objective section of the questionnaire. Obviously, the questionnaire items listed do not exhaust all factors causing students' poor performance: they do, however, seek to identify possible elements generally regarded as significant characteristics.

The responses of the 29 faculty members to the pre-structured objective items, (some 80% of the total invited to participate) are summarized in Table 1 which follows. These are tabulated in the form of a frequency distribution and computed into weighted composite scores for each item. According to the size of composite scores, items are rank-ordered from the highest to the lowest. The rank-order numbers appearing in parentheses are those of the 69 faculty members at Frostburg State College in Maryland who responded to a similar questionnaire in 1973. It is immediately apparent in scanning these parallel rankings that there is absolute agreement in the extremes rankings and considerable variations in between.

Specifically, both faculties place thinking capabilities as top-priority rankings for those characteristics most-associated with the academically-poor student. Also, from among this forced-choice group of 21 characteristics, both groups characterize as least-important the attitudes of 'poor' students toward the teacher and course content. The average ranking difference between these two faculties is a rather substantial 3.5, ranging from a zero difference among four designated characteristics to the most substantial difference in the characteristic - "Are not prepared for college work": Harcum 5th ranked, Frostburg 19th ranked.

Among the Harcum faculty this higher ranking of student preparation for college work is also accompanied by their collective ranking into 3rd most frequent characteristic of - "Not able to read materials efficiently and effectively." As Choi (1973) notes: "Although every characteristic given in Table 1 is interrelated, the ability to interanalyze and apply conceptual principles seems the most important factor for success in college learning." Certainly when the first six Harcum-ranked characteristics are reviewed, Dr. Choi's comment is equally applicable!

TABLE 1:- Faculty-perceived Characteristics of Poor Students-in descending rank-order

Description of Characteristic	Weighted composite score	
1. Not able to synthesize factual & conceptual principles	(1st)	48
2. Not able to apply principles in analagous situations	(2nd)	46
3. Not able to read college materials efficiently & effectively	(11th)	44
5. Not able to comprehend conceptual principles	(7th)	40
5. Have not mastered prerequisite course skills & knowledge	(8th)	40
5. Are not prepared for college work	(19th)	40
7. Not able to perform adequately on major exams	(3rd)	37
8. Not able to write effective essays	(4th)	34
9. Not able to comprehend factual literature or materials	(15th)	32
10. Not able to take good notes	(17th)	31
11. Submit assignments late or not at all	(6th)	27
12.5 Fail to attend class regularly	(5th)	26
12.5 Rarely participate in class discussions	(10th)	26
14. Not able to perform adequately on short periodic quizzes	(13th)	25
15. Not able to write satisfactory term paper	(14th)	24
16. Do not ask questions in class	(8th)	23
17. Do not confer with instructor	(12th)	20
18. Complete lab assignments ineffectively	(16th)	19
19. Have negative attitude toward course content	(18th)	14
20. Have not completed catalog prerequisite courses	(20th)	2
21. Have a negative attitude toward teacher	(21st)	-8

Five years ago, an inquiry among Harcum faculty (Blai, 1970) revealed the following reasons as their bases for the assignment of some 449 "F" and "D" grades. The first five items listed reflect forced-choice decisions, the 6th through 16th responses to an open-ended category - "other reasons".

1st - Poor test and exam scores	=	32%
2nd - Does not attend classes	=	16%
3rd - Does not participate in class discussions	=	12%
4th - Does not complete assignments	=	10%
5th - Does not prepare written assignments	=	6%
6th - Finds course too difficult	=	6%
7th - Poor preparation of assignments	=	4%
8th - Poor attitude	=	3%
9th - Poor work habits	=	3%
10th - Poor study skills	=	2%
11th - Psychological adjustment problems	=	2%
12th - Lazy	=	2%
13th - Does not wish to be in college	=	1%
14th - Language-communications problems	=	1%
15th - Dishonesty	=	1%
16th - High school preparation not adequate	=	1%

Perhaps the most dramatic shift noted between the Harcum faculty responses in 1970 and 1975 is that "High school preparation" in 1970 was last-ranked as a factor for deficiency-grade assignments, whereas "Are not prepared for college work" moved up sharply to 5th most frequently ranked reason in 1975. Another major shift noted is that "Poor test and exam scores" was top-ranked by the Harcum faculty in 1970, whereas it is barely included among the top one-third array of reasons among the 21 characteristics in 1975.

Several other major differences are noted in that class attendance drops from 2nd-ranked in 1970 to 12.5th ranked in 1975, as does participation in class discussion from 3rd-ranked in 1970 to 12.5th in 1975. Similarly, "Does not complete assignments" drops from 5th-ranked in 1970 to 11th-ranked in 1975. In summary, the major shift occurring between the two Harcum-faculty inquiries appears to be that cognitive factors of learning in 1975 replace classroom performance factors receiving the top-rankings in 1970.

The second part of the questionnaire asked respondents to "check each of the following you consider characteristic of the poor academic student." These were included to elicit additional information not covered in the 21 pre-structured characteristics. These are summarized in Table 2, responses of the Frostburg State College faculty being listed in parentheses.

TABLE 2:- Faculty Perceptions of Poor Academic Performance Causes

<u>Characteristic</u>	<u>Percentage</u>
Poor study habits	30.5 (34.3)
Lack of knowledge and skills	29.2 (14.3)
Lack of motivation	22.2 (42.8)
Poor classroom participation	18.1 (8.6)

As Table 2 reveals, cognitive skills and study habits reflect the majority consensus of the Harcum faculty. This is internally consistent with their responses to the 21 structured characteristics in the earlier section of the questionnaire as well as the general comments (See Appendix) which were offered in response to the last two open-ended items on the questionnaire.

The thought-provoking comments in the Appendix should serve as a valuable stimulus to all Harcum faculty and staff members who share professional concern with the learning/teaching activities at the College. This material deserves careful study.

Dr. Choi (1973) in the Implications section of his study offers very cogent comments which are equally applicable to this parallel-perceptions inquiry. I therefore quote them in their entirety.

#### Implications

"Information included in this study immeasurably adds to the possible salvage of talent waste at the College. Several implications are prepared for practical purposes.

1. The most effective way for salvaging academic failure is dependent upon faculty who really can motivate students. Developing and employing innovative instructional techniques could aid student motivation. Also, as the Carnegie Commission on Higher Education recommended in its final report entitled Priorities for Action, there is a need by faculty to reaffirm their responsibility

for providing inspiring teaching. Through this teaching, students can experience success. Initial success, in many instances, is the basis of further success.

2. The academic performance of a college depends heavily on the quality of faculty, supportive staff, and administrators. Nevertheless, success of potential college dropouts is very often affected more by how successfully they have been initially treated by faculty members than by the kinds of programs offered. Among other things, a faculty member's commitment would seem to contribute significantly to the salvation of potential dropouts.
3. Potential academic talent waste could be avoided if the institution clearly defines its mission for all students. The majority of students need administrative policies which can help improve their achievement without building a permanent defeatism, so they can ultimately graduate with a degree. What is needed, for example, is the institution of an alternative grading system, a mastery learning system in which a student reaches certain prescribed levels of competency, or special rehabilitation programs.
4. The faculty maintains that students are unable to function in an analytical and conceptual approach which is vital at the college level. The teaching of these methods and processes must be integrated with the course content in order for the student to perform at this level. Mandating regular class attendance appears to be another necessity. Since the faculty opines that regular class attendance is important to student achievement, mandatory class attendance possibly may result in poor performing student mastering content and intellectual processes.
5. Forcing those students who lack motivation into acquiring self-discipline through frequent self-examination of their performance would seem an effective means of changing behavioral patterns as opposed to the popular counseling theory that emphasizes a non-directive approach."

Boris Blai, Jr. Ed. D.  
Director of Research

July 1975

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## Appendix

Following are the unedited remarks of respondents to the two open-ended questionnaire items:

- A - Please comment on poor student performance in your field, lack of motivation, poor study habits, etc.
- B - What, specifically, can be done to improve poor student performance in your field?

..... The most common denominator in defining the poor student is poor study habits and inability to communicate - poor English skills. This shows up in every science course I teach. Not only are they unable to comprehend lectures and take notes, but do not understand questions asked on exams, therefore cannot answer them.

I have found that these students often do better when I give them an oral exam and explain exactly what I'm asking - something I am now doing for students who consistently fail written exams.

..... More selective admissions policy! Pre-admissions counseling? Our students suffer from a lack of direction which perhaps is understandable in those of 17-18 years of age. They also tend to feel that social work is just 'common sense', and therefore they should not need to read, study, take notes, etc. I am not sure what the answer is except perhaps a clearer idea of the field before they sign up for this program.

..... A - The 'poor' academic student, for the most part, is poorly prepared, lacks fundamental skills in reading and writing, is generally unwilling to participate - probably because "she" lacks knowledge; is fearful of giving information since she may not possess adequate knowledge; has been unable to comprehend and fulfill adequately the required assignments; either does not know how to study, or is unable to profit from study because of lack of skills and understanding.

B- Where the student is motivated, adequate training in fundamentals of reading, writing, and the development of good study habits should help. College students are generally now old enough to realize that they will have to be willing to engage in training for improvement of skills necessary for college work, but they will need expertise - well-trained instructors able to teach students who have deficiencies, either because of previous poor training or because of personality and social problems which helped to "handicap" students. There are many factors!

..... A - Poor academic habits - apparently accepted in previous school environments - make the adjustment to college more difficult for many poor students. The poor academic habits may include:

- non-attendance of classes
- inadequate attention and note-taking in class
- a concept of "extra credit" or "make-up" work to replace poor test performance or absence.

The social adjustment is a large contributing factor for many poor students. Others girls are facing double and triple responsibilities - school, a job, and raising a child - and simply cannot handle it all. Are we doing such a girl any favor to accept her as a full-time student?

B - (1) I have begun to recommend to over-burdened students that they extend their programs to five or six semesters. One student will begin the fall semester with a 'part-time' schedule to perform all her responsibilities with less tension.



B - (2) We certainly need remedial academic programs as well as counseling services if we continue to deal with this quality student.

(3) My personal resolve for next semester is that I shall be less accomodating to the "poor" student. I have come to realize that I do her no real favor to "understand" her absence from class, or to give her extra time for assignments and make-up tests for cut classes. My effort shall be to enforce fair but firm standards applicable for every student.

(4) I have found that some of the average or better students have become resentful of the special considerations given to the poor student. These better students do suffer from the need for repetitious reviews and a slower pace. I know of one student who may not return for these specific reasons. I hope this fair-but-firm standards, strictly enforced, will improve the performance of the "poor" student as well as the "better student".

.....With a few exceptions, some of which are both notable and noticeable, the great majority of students in the last three years at Harcum have been poorly educated in their previous schooling. Most of them have had no training in English grammar, composition, or literature. Many of them, as witness their reading scores, read very poorly and have a difficult time with textbooks.

In the field of "Behavioral Science" these handicaps - no fault of the student - require a careful selection of textbooks and other reading materials - which I consider we do rather well. Also, the type of teaching requires the teacher to be sure that her students know what is expected of them; the instruction has to be structured - outlines, learning objectives and assignments must be clearly spelled out. Study guides need to be used.

Motivation is more difficult to be achieved; improvement in performance helps the student to want to do more, and better. Assignments need to be given in which the student has a chance to be successful.

More emphasis needs to be placed on the validity of the "C" grade - as the average grade. Some students are unrealistic both about their abilities and college performance.

Finally, I thought it had been decided that a Fundamental English course, including Developmental Reading, and giving 4 hours of credit, would be given beginning Fall, 1975 with no extra charge!

.....A - There were only a few students in my class where this performance applies, I think they lack motivation and perhaps have not been taught, at home, to accept responsibility for developing their own future.

B - Since there are only a few individuals involved from my point of view, they should be terminated as students for their own good, and perhaps have a stimulating effect on other students. I'm afraid some students want an easy way for a limited college education which in the end will not be adequate for future career development.

.....A - Lethargy - a result of rarely, if ever, having to perform outside study or written assignments in public high schools. Suburban public schools and private and parochial high school students rarely show a lethargic attitude. Most of the failing type students lack the knowledge and skills of a normal 6th grade student. English is a 'foreign' language (grammar, spelling, sentence structure, vocabulary) to the failing student - without exception. Poor study habits? Generally, there are no study habits at all.

Regarding classroom participation - absences are usually very heavy, and when they do attend class they usually want step-by-step, one on one information, on performing class projects.

B - Orientation week: should accept management of time - a daily schedule allotting specific time to study and recreation. Most students rarely even read the Student Handbook, and show great surprise when informed that class absences are permitted for illnesses,

funeral attendance and such emergencies - NOT "6 cuts" each semester for "cutting" class because they don't feel like attending. A short test on the Student Handbook would be very revealing at the end of the Orientation Week; knowing they would be tested on its contents.

Early aptitude testing for Business area is a needed requirement. Previous request to guidance two years ago was apparently ignored.

.....A - Lack of conceptual skills; ability to translate to a new situation.

B - Usually in S.S. if student can't perform it is due to lack of basic intelligence which can't be remedied, or anxiety - which I attempt to work with throughout the year.

.....I feel that Harcum's "poor" students fall into two categories: first - those who do not attend class, do not pay attention in class, are late with assignments, unreliable and care-less. Very often these students are bright and capable, but uninterested and they fail or withdraw. Often, of course, they are lacking skills in the questionnaire. Second - students who do attend class, work hard and conscientiously, and just don't have the ability to do even competent work. Sometimes they fail or withdraw because they are discouraged by lack of progress, and other times hang in by the skin of their teeth; passing barely, with D grades.

We have then two problem types; students who are capable but must be motivated and kept in line, and also students who are motivated and disciplined but need a strong remedial program.

.....A - motivation is the single, most pervasive element in poor academic performance. If there is no urge to 'go' other skills and capacities mean little.

B - Find out, if possible, what will 'turn her on'. Knowing what will motivate an individual is a make-break condition for learning and academic performance.

.....In the skills field of shorthand and transcription, the student's ability to use her talent well is hampered by English language ability. A shorthand speed is only as good as the ability to transcribe it effectively; this means a knowledge of English, phrases which are acceptable in the business world, spelling, punctuation, etc. Too often the written word is not emphasized at all up to this point in a person's education. Objective tests and verbal communication are used extensively; when the student has to write or transcribe something intelligently, she frequently fails as a result. Reading and writing ability should be one of the business students strong points.

.....In answer to both questions: poor students need a better background before they take out courses. We should offer remedial courses at Harcum. (This is in the sciences). It should be made clear to the prospective student that she may be required to be at Harcum for more than two years!

.....Those in my area did not pass the courses because of poor study habits; did not take the Reading Improvement course which was recommended for those 30th percentile or below. Perhaps the motivation could be improved if the students had followed through with mastery of Reading.

Recommendation: The report of a student being absent from class is one area, and I believe we can do it more effectively. A student who has a pattern of class absences should be counseled regarding the reasons for absence. The instructor might note on the counseling report the reasons for poor work. This should have a follow-up by the instructor as well as the Academic Dean and Guidance Counselor. This might help to motivate the student to attend class, hand in work, etc.

Since I work with so many of the incoming Freshmen, I have found that study habits, reading and academic discipline are almost non-existent. Perhaps a program of structured courses might help; mini courses in vocabulary, spelling, reading - using film strips or other visual aids, tapes, etc.

Thanks for the opportunity to express myself on this important subject. If we admit these students to the College, we must try to do something for them - motivate, so they want to achieve.

.....A - Little relevant background reading; inability to handle logic and concepts.

B - Student motivation to 'catch-up' in terms of reading and writing skills. Attention to own failings in an organized and positive fashion.

.....A - In my course, which has mostly projects and some tests - I find missing a session can be disastrous - we are constantly doing, and if absent - it is difficult to get proper notes because it is all experiential.

B - To improve the situation would be to review the cut system - and perhaps discipline more firmly those over-cutting and making poor marks. I have few, but most of my girls should get A's or B's.

.....Fortunately, this is not yet a problem in the Optometric Technician program. However, drawing from experience teaching graduate students (Optometrists), I think a prime cause of student failure is the basic attitude that education (higher education) is a privilege and right that does not have to be earned. While most instructors try to motivate students and keep a high level of interest, some subjects cannot be made meaningful and relevant, etc., but are fundamental skills courses that must be mastered.

Poor language arts, reading, writing, expressing oneself adequately are, in my opinion, the major cause of poor academic performance.

.....A - There seems to be an increasing number of students in my classes who are devoid of preparation for college work. They lack the most rudimentary language skills. In addition, these same students appear to have a disproportionate number of excused(!) cuts -- vague illnesses, tooth extractions, weather conditions adverse to driving...etc. etc.

I have made myself available to give extra guidance and help. The above students have the same reasons for not attending conferences; i. e. illness, etc. etc.

Another trend I have noticed is an increasing number of students who have unrealistic expectations about the grade rewards due them for inferior performance.

B - Our hallmark is to provide individual assistance and guidance. See what students are able to do before admitting them to courses where they will be over their heads. We should pay scrupulous attention to prerequisites. The flexibility in terms of the number of cuts should be investigated. The majority of students must be in class to succeed.

.....I have had an increasing number of 'poor' students. It is difficult to generalize about the reasons for the poor performance, but there do seem to be some common elements. First - their vocabulary is inadequate. During tests, for example, I spend a fair amount of time explaining the meaning of words. Second - they have difficulty in reading and comprehending the material. In some cases I have tried to minimize the use of texts and concentrate more on verbal or audio-visual presentations. Third - many of the so-called 'poor' students cannot think - they cannot reason or transfer their knowledge to a new situation. If these students are given 'application' questions or problems, they are lost. The test questions have to be stated the same way they are in class before they have a chance to pass - but this ends up as a memorization, not thinking.

I have no easy answers, but I do feel that there needs to be a greater emphasis on the basics: vocabulary, reading, comprehension, problem-solving, etc., We need, I feel, more remedial work. I have tried to work with the slower students in special group sessions and by using extensive review sheets. They were partly successful, but more intensive help and remedial work are needed.

.....A - Inadequate math background; inability for abstract thinking.

.....B - Improve study habits; enforce prerequisite requirements.

.....A - Lack of motivation. Little sense of responsibility. No reaching out ability. General unwillingness to be involved. General attitude of "don't bother me".

B - Admission standards need to consider student's desire to want to be at Harcum. Some students act as if they are not there of their own free will. There needs to be continual stress placed on the need to participate and be involved once the student gets to Harcum.

For comparison purposes, following are the various recommendations offered by the Frostburg State College faculty, listed in descending order of frequency suggestion was offered:

1. Screening process; Better screening prior to admissions; higher admissions standards; more effective 'weeding out' process.
2. Communication skills; Better reading/writing skills, and greater emphasis on communications skills.
3. Remedial programs: Strong remedial program; free tutoring program in various fields.
4. Academic standard: Meaningful performance standards campus-wide.
5. Study skills: Better study skills; application of previous learning to new learning.
6. Students' goals and needs: Relate student's goals to course; primary value-attitude orientation for students; relate instruction to student's needs.
7. Classroom teaching and evaluation: Institute more problem sessions; solicit participation in class; use of team teaching method; better preparation and relation of teachers; institute weekly quizzes.
8. Advisement to students: Making instructors very available to advisement.
9. Attendance: Check class attendance; require class attendance.
10. Grading: Abolition of grades; at least failing grades; drop P/NP option; never downgrade a student.
11. Teacher's quality: In service program for college teachers on campus; a sense of humor as a qualification of teachers; teachers should capture and interest and efforts of students.
12. Counseling service: Expand Counseling Center's Career Planning Service; free some of the counseling staff to work especially with sophomores, as this seems to be the most difficult year.
13. Mastering prerequisite courses: Have students master prerequisite courses.
14. High school education: Bring pressure to bear on the high schools to improve quality.
15. Subject matter: Better math preparation
16. Class size: Smaller class size.
17. Homework assignments: Require poor students to submit extra homework assignments.
18. General Studies Program: Drop General Studies Program.
19. Dormitory Life: Have definitely quiet study hours in dormitories.
20. Lab course: Make lab course optional for freshmen
21. Objective of course: Better communication concerning course objectives.
22. Course Load: Limit each freshman to one history survey course per semester.

After reviewing the various recommendations offered by these faculties at both a two-year and a four-year college, it is quite apparent that there is a substantial amount of congruence in their views. This might lead to a number of different explanations: the one here offered is that both faculties share a deep sense of professional commitment which is in the best traditions of the learned professions.

*Boris Blai, Jr.*  
Boris Blai, Jr. Ed.D.  
Director of Research

July 1975





## HARCUM JUNIOR COLLEGE

BRYN MAWR, PENNA. 19010

Office of Research  
IRR 75-22

(IV)

### Nelson-Denny Reading Test: A Useful Measure

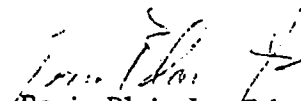
1. Harcum continues to utilize the Nelson-Denny Reading Test as a measure of this very basic academic skills area. As past analyses have revealed, at Harcum it is a very useful instrument providing objective information for academic achievement prediction. It also can serve as a valuable diagnostic instrument, as noted in the Director of Counseling's memo dated September 1975 which transmitted the test scores for 1975 freshmen.

2. During the past nine years, the percentages of freshmen who have scored at or above the 30th national percentile are listed in the following tabulation:

1966 = 68%	1970 = 53%	1973 = 66%	
1968 = 61%	1971 = 63%	1974 = 70%	<u>Average-65%</u>
1969 = 86%	1972 = 54%	1975 = 64%	

3. Numerous empirical findings have indicated that students scoring below the 30th percentile, in either the Verbal or Comprehension sections of the Nelson-Denny, are 'prime' candidates for prompt remedial reading assistance to help forestall future academic difficulties associated with weak reading skills. Hence, the college will roster all 1975 freshmen scoring below the 30th percentile for the Reading Development Course.

4. With an average correlation of  $r = .67$  and a Coefficient of Determination of 45%, the Nelson-Denny is a very useful predictor of Harcum academic success (see: IRR 72-22, "The Nelson-Denny Reading Test 'Predicts' Harcum Academic Achievement" for substantive, corroborative evidence.) Once again, all faculty are urged to continue to utilize fully in their counseling of students this strong data-link, for it furnishes to students relevant facts relating to their comparative levels of competence in reading.

  
Boris Blai, Jr. Ed. D.  
Director of Research

September 1975





# HARCUM JUNIOR COLLEGE

Office of Research  
IRR 75-24

BRYN MAWR, PENNA. 19010

(IV)

## Grade Distribution-Spring Semester 1975

1. Reference Registrar Office 10/17/75 report, above subject, the following data supplement the information provided in that report. All grade distributions are reported in percentages to facilitate comparisons; numbers in parentheses reflecting the last report prepared - for the Spring semester of 1973. Since percentages are computed to nearest whole number for 1975 report, totals may not equal 100%.

Table 1:- Letter -grade Distributions, by Academic Divisions \*

Div. / Lt-grade	A	B	C	D	I	W	F
<u>BEHAVICRAL SCI.</u>	21	39	27	6	2	1	@
Soc. Science	(9)	(28)	(49)	(8)	(1)	(1)	(4)
Educ./P. E.	(29)	(42)	(22)	(3)	(3)	-	(1)
<u>BUSINESS</u>	28	37	21	6	2	1	@
Bus./RM	(36)	(39)	(19.5)	(3)	-	-	(2.5)
<u>HUMANITIES</u>	24	34	26	7	3	2	@
Art/Music	(31)	(36)	(31)	(1)	-	-	(1)
Eng./Lang.	(15)	(38)	(35)	(6)	(2)	(1)	(3)
<u>SCIENCE</u>	30	31	24	9	3	0	@
Science	(14)	(36)	(32)	(11)	(.4)	(.6)	(6)
Totals: 1975	26	35	25	8	3	1	@
1973	(20)	(37)	(32)	(6)	(1)	(.5)	(3.5)

\* Both 'old' and 'new' academic divisions included

@ No 'F' grades recorded this semester

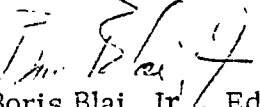
2. Within the current Behavioral Sciences and Humanities divisions direct comparisons cannot be validly made since the component divisions vary between 1975 and 1973. However, the data contained in Registrar's 10/17/75 report may be utilized by those wishing to make such comparisons by totaling the letter-grades assigned by individual faculty members within the appropriate disciplines and computing the percentages of the various assigned letter-grades.

3. For the Business and Science divisions, Table 1 reveals that 'premium' grades ('A' & 'B') assigned dropped from 75% to 65% for the Business division, and rose from 50% to 61% for the Science division when comparing the Spring semesters of 1973 and 1975.

4. Prior grade distribution reports (IRR 73-20, 73-6, 72-23, etc.) have revealed a consistently stable grading pattern since 1969. This has been reflected in the fact that in general, the semester grading patterns have shown less than a 10% shift from semester to semester. Once again, this stability is clearly evident in the fact that there was only a 4% difference between the total 'premium' grades assigned in 1975 versus 1973 (61% vs 57%) and only a 7% shift in 'C' grades assigned (25% vs 32%).

5. As was noted in 1973, this overall stability in grading pattern has probably been associated with two major contributing conditions: (1) the general levels of academic motivation, preparation, capabilities, and application of Harcum students in attendance throughout these years have been rather closely 'matched' from year to year, and (2) the very substantial majority of the faculty who have taught at Harcum throughout these years have been quite consistent in their patterns of letter-grade assignments.

6. Future grade distribution reports will reflect the 'new' organization of four academic divisions, and the data reported for 1975, in Table 1 above, will serve as base-line data against which future comparisons can be validly made.

  
Boris Blai, Jr., Ed. D.  
Director of Research

November 1975



## HARCUM JUNIOR COLLEGE

Office of Research  
IRR 75-27

BRYN MAWR, PENNA. 19010

(V)

### Some 7,823 Students and 2907 Graduates:- A Long-Range View of Harcum's Student Clientele

#### Prologue

The central idea underlying educational accountability may be simply stated: "does teaching cause learning"? If the student has not learned, it may be that little or no effective teaching has occurred, and conversely - if there has been student learning it should be measurable.

This summary report draws data from numerous Office of Research documents prepared since 1962. It highlights the college entry status, development, and later achievements of Harcum students and graduates from 1962 through 1975. It reflects the collective, and sometimes average (representative) results for this population of 7,823 Harcum students and 2,907 graduates. The data discussed expands upon the information presented in IRR 71-38. "The Harcum Student/Graduate in Retrospect: A Decade of Development." The institutional research reports cited in parentheses refer to those documents in which the referenced information appears.

It is believed that the implications of these indicative records are important in projecting the most probable calibre of future 'generations' of Harcum students and graduates. Additionally, this data permits a better-informed understanding of the various student-oriented benchmarks which reflect the very meaningful and pragmatic results of Harcum's educational philosophy — in action!

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Director of Research

December 1975

#### After Harcum - What?

Each summer since 1962, Harcum graduates have been invited to respond to a questionnaire to ascertain, among other facts, the numbers being accepted by 4-year colleges/universities for advanced standing transfer. The following tabulation summarizes the conservative percentages accepted. The qualifier "conservative" is included as it is literally impossible to compel graduates to respond to such inquiries. Each year varying percentages choose not to do so, and consequently these percentages are 'low' approximations at best.

1962 = 24%	1969 = 43%
1963 = 22%	1970 = 53%
1964 = 24%	1971 = 49%
1965 = 26%	1972 = 53%
1966 = 46%	1973 = 62%
1967 = 44%	1974 = 61%
1968 = 40%	1975 = 59%

7-year average = 32%

7-year average = 54%

It has been said that the "living history" of a college consists of its graduates' accomplishments. As the above listing reveals, the 'success' of Harcum graduates during the past seven years in being accepted for advanced standing transfer has been substantially greater than the 'track record' of the preceding seven years.

The simple facts are that "conservatively" stated, (based upon replies to a questionnaire inquiry), Harcum credits/courses are acceptable at well in excess of 400 colleges and universities when the grades earned are acceptable and appropriate enrollment vacancies exist at the time of transfer application. Reports received during the past 5 years reveal that a yearly average of some 47 colleges/universities have accepted Harcum graduates for advanced standing transfer, with a total of 194 separate institutions acknowledging such transfer-acceptance during this period.

Yes - Harcum graduates do transfer, and substantial numbers have reported earning baccalaureate degrees. Among a sample of 439 Harcum graduates who responded in 1969 to a questionnaire, some 32% reported earning this degree. In another alumnae survey (in 1974), some 37% of the 366 respondents indicated successful completion of their baccalaureate studies, and some 26% indicated they had done some graduate work - four reporting earned doctorates and twenty-one earned master's degrees. (IRR 75-23)

For those who attend the college, what differences in life-styles result from 'exposure' to Harcum's 'total-development' learning experience? Someone once pointed out that education is a transformational process, in both societal and private benefits conferred, and that these may best be assessed by longitudinal data concerning the jobs and activities of former students. In short, a college may best be evaluated as a societal institution by considering the 'products' it graduates in terms of their post-schooling articulation and participation in community life. This section identifies, in part, the extent to which this has occurred.

In 1974 some 366 Harcum alumnae indicated active participation in the following representative types of community services and activities:

- |   |  |
|---|--|
| (1) HJC Alumnae Association                         | (8) Numerous professional/occupational assoc |
| (2) PTA's   | (9) Chambers of Commerce                     |
| (3) Hospital & community health services volunteers | (10) Wide-ranging local/national charities   |
| (4) Church activities                               | (11) Local political groups                  |
| (5) Arts & crafts groups                            | (12) Sports & recreational programs          |
| (6) Civil Defense                                   | (13) Local Y groups                          |
| (7) Amateur theatrical groups                       | (14) Welcome Wagon                           |

During the five-year period 1964-69, follow-up studies indicated the employment of the following percentages among a sample of 530 alumnae:

Early Childhood Ed.	= 91%	Liberal Arts	= 82%
Elementary Education	= 78%	Medical Assistant	= 100%
Executive Secretarial	= 100%	Medical Secretarial	= 100%
General Studies	= 80%	Medical Technology	= 100%
Journalism	= 100%	Physical Education	= 65%
Legal Secretarial	= 100%	Retail Merchandising	= 90%

From 1970 through 1975, the following percentages of graduates reported immediate employment - the numbers in parentheses indicating the percentages of the graduates responding:

1970 = 47% (74%)	1972 = 32% (70%)	1974 = 30% (57%)
1971 = 39% (78%)	1973 = 27% (68%)	1975 = 24% (53%)

The above 1970-1975 tabulation clearly reflects the shrinking employment scene of the past five years. This is evident both in the shrinking percentages of those reporting immediate employment, and the percentages of the graduating classes responding to the summer-after-graduation questionnaire.

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The link between post-secondary education and the world of occupations has been an on-going, major concern at Harcum. The issue of training for flexibility in occupational development has been a critical area which has received careful attention. A records analysis among a sample of 500 Harcum graduates during the past five years revealed that 8 out of 10 had maintained their initial career-program choice right on through Harcum graduation.

Perhaps a major reason for this high level of career-choice stability is Harcum's insistence that each curriculum offered be geared to the development of skills having interfield and inter-occupational transferability. A curriculum analysis completed last month (IRR 75-25) revealed that among the 28 program options offered, the College had carefully designed into virtually all programs a core of general education represented by course offerings in the three major knowledge areas of Behavioral Sciences, Natural Sciences, and Humanities. In the six instances where this distribution was not an established requirement of the prescribed program of study, available electives in each curriculum provided the student flexibility to pursue interests in any of these areas.

In essence, this approach permits the development of programs designed to develop basic competencies in mathematics, language-communications, and skills in interpersonal behavior. These are, of course, competencies which could be important in performing tasks in a wide variety of occupations that persons may enter upon college graduation. In pursuing this approach, Harcum believes its graduates acquire generalizable competencies and are ready either to enter the world of work in fields that interest them, or to continue their formal schooling and acquire the necessary knowledge to become experts or scholars in their disciplines.

At the college, it is a firmly-held belief that a very useful means for gauging the practical effectiveness of its occupationally-oriented programs is to obtain candid, anonymous evaluations from employers of Harcum graduates. In essence, this approach provides a yardstick for the measurement of educational effectiveness among Harcum's career-oriented programs.

A substantial part of the total instructional budget at the college is earmarked for occupational programs of study which have been designed to equip the successful graduate with immediately-useable job skills, knowledge, and attitudes. It is therefore a matter of sound management policy to provide for this essential evaluation technique within an overall system of educational accountability.

During the past two years a scheme has been in operation whereby some 51 employers have responded to a questionnaire inquiry. They employed Harcum graduates of seven different programs of study, and on a descriptive scale of 4= Highly Effective; 3=Effective; their average evaluation for technical skills preparation of Harcum graduates was 3.2. In the human relations skills area the average was 3.3, and in the area of problem-solving abilities it was 3.3. Thus, for these three major job competency areas, an "effective-plus" (better than 3.0) was their group-average assessment. (IRR 75-20)

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In 1974 the college sampled the views of a vital college constituency - the parents of Harcum graduates of that year. The purpose of this inquiry was to assess their college-related judgements. Some 54% of those invited responded anonymously to the questionnaire. A summary of the 98 respondents' views follow:

"We believe our daughter's education at Harcum was" -

Extremely helpful = 65%	Helpful = 15%	Of little help = 1%
Moderately helpful = 19%		Of no help = 0%

A resounding 84% believed their daughter's educational experience at Harcum to be 'helpful-plus' - a very gratifying 'vote of confidence'.

"Our impressions of the following are" -

	<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>
Teaching staff	35%	55%	10%	-
Counseling staff	31%	31%	27%	11%
Academic standards	29%	55%	15%	1%
Variety of courses	36%	45%	13%	6%
Administration	35%	47%	16%	2%

The above pattern reveals that about one-third of the respondents, in each instance, opted for an "Excellent" evaluation, and about half assessed the various dimensions as "Good". Overall, far less than one-quarter offered "Fair" or "Poor" evaluations. Excepting counseling, better than 80% rated these facets of college operations as "Good" or "Excellent" a substantial 'vote of confidence' from a key college constituency.

The final question asked was: "Would you recommend Harcum to other young women seeking a junior college?" Their response: Yes = 90%; No = 10%.

As this survey revealed, a very prevalent (almost unanimous) 'positive' attitude toward Harcum existed among parents of a recent graduating class. (IRR 74-12)

During this same summer, an in-depth, anonymous evaluation of the college by 46% (102 graduates) from 1974 revealed equally 'positive' responses. The "greatest strengths" of the college, listed in descending order of frequency of selection, included:

- |  |                                      |
|--|--------------------------------------|
| 1- Individual help from instructors    | 6- Food service                      |
| 2- Interest of instructors in students | 7- Academic standards                |
| 3- Quality of instruction              | 8- Help in program planning          |
| 4- Interest of counselors in students  | 9- Help with personal problems       |
| 5- Bookstore                           | 10- Availability of courses in Major |



In response to a request to... "indicate your degree of satisfaction with each of the following", the percentages noted reported either "reasonably" or "entirely satisfied".

- |  |     |                                    |     |
|--|-----|------------------------------------|-----|
| 1. Interest of instructors in students -   | 86% | 5. Adequacy of Library materials - | 52% |
| 2. Quality of instructors -                | 78% | 6. Availability of counselors -    | 41% |
| 3. Availability of courses in your major - | 64% | 7. Adequacy of electives offered - | 38% |
| 4. Help in program planning -              | 54% | 8. Help in job placement -         | 22% |
| 9. Club program in major -                 |     | 20%                                |     |

Harcum's 'strong' program offerings, as well as its dedicated concern for the student as an individual, is very clearly evident in the top-ranked "strengths" and "satisfactions" listings. Overall, these recent graduates top-rated their college as offering 'quality' educational opportunities. For those young women willing to make the effort, and willing to avail themselves of the many learning/development experiences available at the College, Harcum clearly can be a rich educational experience in terms of both practical usefulness and individual satisfactions. (IRR 74-19)

### Harcum Students - A Composite 'Profile'

Rhetoric aside - the student holding power of a college is among the most significant indicators of its educational effectiveness. In this very significant dimension, Harcum has a proud record of achievement.

Between 1962-1970, an average of 72% of invited first year students returned to Harcum for their second year of studies. Since 1970, the average has been 76%. These long-term rates continue to compare favorably with the 72% return rate found to apply among some 60 other junior colleges throughout the country.

The second major dimension relating to student holding-power effectiveness reflects the overall level of student accomodation to the College. It is the voluntary student withdrawal rate throughout the school year.

For the thirteenth consecutive year following academic 1961-62, this rate, expressed as a percentage of the total student body at the beginning of the school year, has been less than the 1961-62 rate of 15%. Since 1970 it has averaged annually a very low 5.6%!

The third key element in student-body-stability-assessment, and probably the single most significant pragmatic-statistic, is the overall student retention rate. This has been defined as the percentage of entering freshmen who graduate on schedule with their respective classes. The American Council on Education, reporting the results of a national survey, revealed that 62% of two-year college students drop out before graduation. At Harcum, over the past decade, only 42% annually have dropped out, and this past May the Harcum graduating class reflected a low 30% loss-rate — less than half the rate reported in the American Council on Education survey!

Clearly, this sustained record of student body stability reflects the operational effectiveness of a variety of College programs, practices, and academic-collateral activities. It is an excellent record! (IRR 75-21)

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Another aspect of the "composite" Harcum student is the extent to which Harcum's library resources have been utilized by them. The ratio of books circulated per student has varied from a 'low' of 13 per student in academic 1969-70 to a 'high' of 19 per student in 1972-73.

During the immediate past, 1974-75 academic year, the ratio was 15 per student. However, with regard to reference use of books placed "on reserve" in the library, in 1973-74 the ratio of such books utilized was only 5 per student, whereas in 1974-75 it had risen to 8 per student - a resounding total of 4,637 reserve books referred to during the school year! (IRR 75-15)

The most recent (November 1975) library circulation statistics report reveals that this 'upward' trend continues, reserve books circulations reflecting a 40% increase when compared with the previous year.

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Harcum's logo - "We Care and Prepare" reflects, in part, the long-standing policy, and practice of the College to extend to each student who is willing to accept it, individual counseling regarding her concerns, aspirations, and hopes. At Harcum, counseling is a 'way of life', not merely a policy statement. It is a vital and on-going part of the close, warm, and friendly faculty/student interaction which is a clearly evident characteristic of the Harcum scene. It is unquestionably a significant reason for the exceptionally low voluntary student dropout rate which Harcum has consistently maintained over the past decade.

It is recognized that volume of counseling interviews alone is not necessarily evidence of 'quality' of the counseling service. Yet, when it is associated, year after year, with a low student attrition rate, it does seem entirely reasonable to believe that both quality and quantity of counseling at Harcum is more than 'merely adequate'.

Over the past 8 years, a conservative estimate of average annual student counseling interviews is 3 per student. The qualifiers "conservative" and "estimate" are significant to note, for it is a well-established fact that under the pressure of day-to-day operations, far from all interviews are tallied on the weekly counseling interview records. (IRR 75-10)

In academic 1974-75, Harcum established a centralized student personnel service activity, The Career Resource Center. It offers timely vocational guidance assistance, as well as practical, immediate job-placement help. During its first academic year of operation, substantial student use of the Center is evidenced in the following summary statistics:

- (1) The equivalent of 80% of the students received some form of career guidance assistance.
- (2) The equivalent of 102% of the student-body were referred for position vacancies. These vacancies numbered 248 this first year.
- (3) Some 40% of the student body registered with the Center for job placement assistance.
- (4) Over 200 potential employers were contacted.
- (5) The specialized career library publications were utilized by the equivalent of 46% of the student body, and the Center acquired an average of 4 such documents per student - over 2000 in all.
- (6) A 'conservative' 20 job-placements were made. This is a very low estimate as, unfortunately, many job placements through Center referrals are not reported back to the Center.

With Harcum being the last major opportunity for many students to implement their vocational plans, broad-based job and career information must be, and at Harcum is, a matter of highest priority among the academic-collateral services offered. Such sustained and sympathetic attention in helping students satisfactorily resolve the job-related concerns which trouble them, is an integral part of the "total" educational experience at Harcum.

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Helping students resolve individual health problems increases the integration of each student's physical living during college years with the larger purposes of the College. In helping individual students resolve these very practical aspects of daily living, some of which at times involve minor crises for the students, provides an on-going opportunity for strengthening rapport, as well as promoting adequate student growth in personal coping-behavior.

For the past 5 years, the College Health Center has seen a monthly average equivalent to 4% of the student population. The very stable and 'low' rate of Health Center visits, coupled with Harcum's exceptionally 'low' voluntary dropout rate, definitely suggest that the College has been 'sensitive' to the non-academic needs of the students, seeking to accommodate these needs and concerns whenever feasible.

Again - as a matter of both policy and practice, these 'beneficial' statistics reflect an effective preventive health counseling service, offered, basically, by the Health Center staff. Additionally, however, this has been supplemented by a sincere interest and on-going concern among faculty and other college personnel. This dimension of Harcum's student services activities is considered vitally important in the 'total' learning/development of Harcum students. By helping them resolve or ameliorate their individual health concerns and difficulties, the College helps their maturing capabilities in coping effectively with the realities of everyday living. (IRR 75-12)

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Rounding out this overall 'profile' of recent-year Harcum students, the following data provides further pertinent information:

1- Since 1971, the weighted average I. Q. for entering freshman has been 109, or "high average" on the Slosser I. Q. Classification Guide of 1964.

2- Since 1971, freshmen have entered from some 17 states and 5 foreign countries, with an average, annually, of 65% residing in Pennsylvania.

3- In terms of high school rank, an average of 46%, since 1971, have been in the upper half of their high school graduating classes.

4- On the average, approximately 88% of Harcum freshmen have entered after public school graduation, with the remaining 12% entering from private, independent and church-related secondary schools.

5- In terms of total applications received, annually since 1971, Harcum has enrolled as freshmen some 56% of the total who initially made application for admission.

6- Academic honors awards since 1971 have averaged 11% for Cum Laude; 8% for Magna Cum Laude, and 4% for Summa Cum Laude. In all three categories these exceeded the honors awards in 1970, a trend which has been evident nation-wide throughout higher education.

7- Recognizing the importance of reading skills proficiency in effective learning, Harcum has offered a freshman reading development program since 1966. Between 1966-1975 an average of 65% of Harcum freshmen, annually, scored at or above the 30th national percentile on the Nelson-Denny Reading test. With an average correlation of  $r = .67$  and a Coefficient of Determination of 45%, the Nelson-Denny Reading Test has proven to be a very useful predictor of Harcum academic success. (IRR 72-22).

8- Among a substantial (40%) sample of the student-body in October 1975, the extent of positive attitudes toward four major dimensions of the Harcum learning environment is revealed in the following: Curriculum = 62%; Education in General = 60%; School Resources = 56%; School Counseling = 48%. Each percentage expresses the proportion of positive responses, as compared with an 'ideal' 100% score for each of the four areas.

### Epilog

Hopefully, this document has served as a 'window' through which a clearer insight has been gained of Harcum's evolving educational growth. Over the past fifteen academic years, as a viable learning center for young women, Harcum continues to offer opportunities for both career preparation and personal-social growth to young women with varying levels of high school academic achievement. The College strives to remain sensitive to the ever-shifting roles, life-values, and aspirations of women in American Society.

December, 1975.

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This being the last report in the IRR 1975 series, I wish to express my sincere appreciation to Mrs. Mary Johnson. Not only has she typed all stencils for this and all other Research Office documents, but she has contributed many helpful editorial suggestions. Her assistance has greatly facilitated our work.

(Spanning the calendar years 1963-1975, this IRR series, the Research Memorandum series, and published articles, combined, now total 508 documents).



## HARCUM JUNIOR COLLEGE

BRYN MAWR, PENNA. 19010

Office of Research  
IRR 75-9

### Today's Women Students: New Outlooks! (A Parallel Perceptions Inquiry)

(VI)

1. Dr. Kenneth Wilson, a research psychologist, is Director of the College Research Center, (CRC), Educational Testing Service, (ETS), in Princeton, N. J. In the Vol. 1, number 4, 1974 issue of FINDINGS, a quarterly publication of ETS research in post-secondary education, Dr. Wilson has written a most perceptive article entitled, "Today's Women Students: New Outlooks, Option: (hope he doesn't object to our 'borrowing' much of his title for ours!)"
2. In May 1975, Harcum first-year students were requested through the ever-helpful cooperation of the Humanities (English) faculty, to complete a brief, anonymous questionnaire relating to selected items discussed in Dr. Wilson's article. The results of this survey are described in the following paragraphs. The comments (quotations) relating to the non-Harcum groups are all drawn from Dr. Wilson's article: we are indebted to him for his valuable base-line data.
3. J. B. Berry in a recent publication offers the following observations:

Today's women students represent a new breed. They feel the new influence for women in society and on campus. They are experiencing new pressures and problems which accompany new challenges, choices, life options, and opportunities. They experience conflict as the growing solidarity of the sisterhood confronts the time-honored and traditional roles which have been prescribed for women. Counselors now see a changing woman in a changing world.<sup>(1)</sup>
4. The validity of these views is evident in the results of this survey as well as several multi-purpose surveys of women at nine selective, 4-year, liberal arts colleges that traditionally have been for women only ( some are now coeducational). These have included Briarcliff, Hollins, Randolph-Macon Women's, Trinity (District of Columbia), Vassar, Connecticut, Mount Holyoke, Sweet Briar, and Wheaton (Massachusetts) Colleges.
5. As a representative of two-year, independent, private junior colleges, Harcum Junior College, for women, has been deeply committed, both historically and currently, to a career development educational philosophy - and to career education programs of study; accepting young women of both modest and strong academic motivation and achievement interested in furthering their formal schooling.
6. What attitudes, life-style values, and opinions are shared among these freshmen women? Which differ? The following paragraphs describe and discuss these contrasts and similarities. They are facts which have both immediate and long-range implication for human resources specialists (formerly known as manpower advisors!) counselors, curriculum specialists, and others in government as well as Boards of Trustees who must make sound decisions affecting the future thrust of women's education.



7. As Dr. Wilson notes.... "CRC findings provide strong documentation for calling today's women students a "new breed". Women students entering and graduating from these college in recent years, as compared to their older sisters of the mid-1960's, are projecting much smaller families, seeking nontraditional avenues for career development, and becoming increasingly liberal in their views of woman's role in society. Judging from the results of national surveys, there is reason to believe the trends revealed by CRC surveys are characteristic of a broad spectrum of college women."

8. (a) Among Harcum 1974 freshmen some 90%, or 215, replied to the questionnaire. Their "family-size" aspirations are noted below in Table 1. As the data in this table clearly reveals, there has been a dramatic change among the student-populations sampled at seven CRC colleges over the years noted. Harcum freshmen in 1974 have less percentage than the CRC group in 1973, although they too evidence a higher percentage who opt for two or less children than the 50% in 1970 among the CRC freshmen samples.

(b) Among the Harcum freshmen, the modal preference (52%) was for 2 children, followed by 21% for 4; 12% for 3; 6% for 5; 4% for none; 3% for 1; and 2% for a family of 6 children. For this particular group of young women, the ZPG goal is more than a matter of semantics. If their preference is translated into a live birth rate for the group approximating these expressed options, it will, in fact, be a stark reality.

Table 1. Freshman Women Wanting Two or Fewer Children \*

	1965	1969	1970	1973	1974
Seven-college median	24%	29%	50%	64%	57% @

@ = Harcum Junior College

\* The 1965/1973 data owe from CRC surveys using College Student Questionnaires, Part 1, except for the 1973 figures, which were compiled from ACE freshman survey reports.

9. The national American Council on Education (ACE) freshman survey of 1973<sup>(2)</sup> revealed that a very substantial 65% of the women wanted two or fewer children, and as Dr. Wilson notes ... "this fact indicates that a preference for smaller families is now characteristic of a majority of college youth nationally." As for the Harcum 1974 sample, they clearly follow this national pattern, with a total of 59% expressing preference for two or fewer children.

10. Dr. Wilson concludes his observations in this area of family-size aspirations by noting ... "And there is evidence that this trend among academically and socio-economically selected college women is a much more general one. Periodic Census Bureau surveys have revealed comparable changes in the family-size expectations of young wives, aged 18-24. Between 1967 and 1971 the percentage of young wives expecting to have no more than two children increased from 44 percent to 64 percent." (3)

11. (a) Turning to the area of career plans, the survey data summarized in Table 2 indicates, as Dr. Wilson points out... "that the career plans of young college women are being shaped increasingly along non-traditional lines, influenced by more liberal attitudes toward the role of women in society." The Harcum sample, by their responses to the "long-range career preference" item reveal a dramatically-different distribution than either the CRC 1970 freshman group or 1968 & 1972 seniors samples.



(b) A majority of the Harcum Sample (57%) express a long-range preference for a "life centering on a home and family"-a traditional role centering around domestic responsibilities. This contrasts very sharply with the views expressed by the freshmen at the CRC liberal arts, 4-year colleges. In 1965 but 37% managed to identify with this more classical stereotype, and in 1970 it had dropped to less than one-quarter (24%)

(c) 'Short-range' goals (15 year career goal) responses of the Harcum group evidenced rather interesting variations from the CRC patterns. Almost 80% of the Harcum freshmen aspire to combining careers of work and family-life during the next 15 years - a sharp contrast with the CRC 1970 freshmen group, and also far greater than any of the other groups listed in Table 2. This might suggest, since most of the Harcum programs of study can lead to immediate employment upon Harcum graduation, that these young women expect to help out financially by working in the early years of anticipated marriage. This pattern, presumably, would be modified over the years (i.e., long-range career preference) being replaced by a "life centered on home and family".

(d) As Table 2 reveals, the preponderant majority of the Harcum freshmen self-evaluate themselves as "moderate" in their attitudes toward women's role in society, a far larger percentage than any other group or time-frame. Only 3% reflected "conservative" attitudes which might well be identified with the stereotyped roles of women's activities being generally confined to home and family. Clearly this 3% does not correlate well with the 53% and 79% who selected the options of "life centered on home/family" and "career, marriage, children" as their responses to earlier items in the questionnaire.

(e) Of course, as Dr. Wilson notes, "liberal attitudes and conservative goals may co-exist within an individual without creating dysfunctional tensions" - and this may well reflect another significant fact: "during a period marked by rapid change in social norms and values... young women may frequently find that changing role perceptions are in conflict with their personal career orientations and plans." As those young women 'mature' and develop greater self-assurance in coping with career-related decisions, these apparent inconsistencies may well move into the background for them.

Career/Role item	Orientations*					
	College H@		College D@		CRC@	Harcum
	1968	1972	1968	1972	1970	1974
<b>1. Long-run career preference</b>						
a. Life centered on home/family =	45	18	33	17	23+	53
b. An academic, business or professional life =	40	58	33	53		37
<b>2. 15-year career goal</b>						
a. Housewife with children =	43	22	49	16	29	9
b. Career, marriage, children =	37	50	35	62	45	79
c. Career, no children # =	3	9	2	5		6
d. Uncertain =	3	16	14	16		6
<b>3. Attitudes toward women's role in society</b>						
a. Conservative =	13	7	31	9	15	3
b. Moderate =	63	45	37	29	43	77
c. Liberal =	24	43	33	58	34	20

\* Percentages throughout CRC used College Student Questionnaires, Part 2, in these surveys. Data shown for two colleges are illustrative of trends found in all colleges surveyed.

# With or without marriage

12. Some general observations regarding the data in Table 2 include:
- (1) The career horizons of young women entering the liberal arts colleges surveyed by CRC broadened substantially between 1968 and 1972, as reflected in their long-range career preferences and expressed 15-year career goals.
  - (2) The 'reciprocal' of (1) above is reflected in the decreased percentages expecting to be housewives, 15-years hence. This is reflected in both the CRC 1970 freshman percentage, as well as the 1968 and 1972 CRC seniors percentages reported.
  - (3) Increasing percentages, from 1968 to 1972, among the CRC respondents opt for the multi-roles of "career, marriage, children".
  - (4) As Dr. Wilson points out ... "As these young women increasingly rejected traditional avenues for personal development and looked beyond the family circle for career objectives, there was an increase in the percentage indicating uncertainty about career objectives."
  - (5) "Freshmen expressing liberal views of women's role more frequently projected 'marriage and career' goals than those with conservative views, who more frequently looked forward to being housewives. At the same time, more than a fourth of the freshmen with liberal views about women's place (some 27%) were thinking in more traditional terms about their own futures."
  - (6) Among the Harcum freshmen, those expressing 'moderate' views of the role of women in society projected, more frequently (83%) 'marriage and career' goals than those with 'conservative' views who looked forward to being housewives. Only 70% of the Harcum group expressing 'liberal' attitudes projected 'marriage and career' as their preference.
  - (7) In contrast to the CRC group, none among the Harcum freshmen with liberal views about women's place in society were thinking in more traditional terms about their own futures. Some 85% among them expressed the most 'popular' 15-year career-goal-view among the total Harcum group —— "career, marriage, children".

13. Concurrent with the shifts in career preference and life-style objectives among these freshmen and senior women, at CRC colleges, changes in attitude toward the role of women in society are also noted. "Surveys in 1972 indicate that, even more dramatically than their younger sisters, seniors at these colleges have changed their orientations outlooks, and perceptions of women's role in society since the mid-1960's."

14. The generalized impact of these values-attitudes shifts is vividly reflected in Table 3 below. All figures in parentheses represent the views of the Harcum '74 freshmen.  
Table 3:-Goals of Freshman Women: Four Years Make a Difference \*

Group	Raising a family		Be authority in field		Be community leader	
	1969	1973	1969	1973	1969	1973
CRC-survey colleges =	75%	50% (59%)	57%	63% (52)	16%	41% (4%)
Freshman women nationally =	78%	58% (59%)	53%	58% (52%)	14%	34% (4%)

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15. Some highlights are:

(1) "Raising a family" was an 'essential' or 'very important' personal objective for 58 percent of freshmen women nationally in 1973, down dramatically from 78 percent in 1969.

(2) Among CRC-survey colleges, 'becoming an authority in my field' rivaled 'raising a family' in 1973; among women nationally, both were equally endorsed (58%) as personally important.

(3) " 'Becoming a community leader' was important to more than twice as many freshmen women in 1973 (34 percent) as in 1969 (14 percent). "

16. The 'strength' of these life-values among these freshman women is reflected in Table 4 which ranks, in descending order of selection, by years, the percentages who considered these values either "Essential" or "Very Important".

Table 4: Ranked Importance of Freshman Women Goals

Value	1969	1973	1974 (Harcum)
1. Raising a family	78%	63%	59%
Totals	75	58	59
	153	121	118
2. Be authority in own field	57	58	52
Totals	53	50	52
	110	108	104
3. Be community leader	16	41	4
Totals	14	34	4
	30	75	8

17. (a) Scanning Table 4, it is clearly apparent that the relatively-ranked importance of these three aspirations remains the same for both 1969 and 1973. The most dramatic change occurred in the 45% increase in 1973 of the community leader aspiration. In turn, this was accompanied by a sharp decrease (32%) in 1973 of expressed interest in raising a family. This latter value shift appears wholly consistent with the role perceptions noted in Table 2 on page 3.

(b) Although the views of the Harcum group rather closely parallel those of the CRC freshmen in the values — "raising a family" and "be an authority in own field", there is a precipitous drop in the "community leader" value. However, without additional data, it would be sheer, 'blind' conjecture to express an opinion regarding the reasons for this major difference.

18. Turning to the final area - attitudes toward women's role in society; in Dr. Wilson's words; "Results of the ACE freshman surveys also indicate that conservative views of women's role in society are being endorsed by progressively smaller percentages of freshmen men and women. In 1970, 57 percent of men and 37 percent of women thought that 'women's activities are best confined to home and family'. In 1973, this view was held by 41 percent of the men - a minority - and only 19 percent of the women. "

19. One need only acknowledge the ever-quickenning pace of expanding career options for women, in order to be convinced that as their career horizons broaden, it is virtually inevitable that their self-fulfillment and recognition needs will entail more complex decisions regarding educational choices and vocational goals. As Cross has noted ..... "the duality of women's concern with home and career" (4) is but one example of this increased need for more sophisticated (mature) coping behavior. In the past, as Wilson points out, identification with an occupation by young college women could be resolved, at least tentatively and temporarily, by projecting a future centering upon home and family. This was a 'safe' choice which could be made without serious external pressure to make a commitment to a field of study and a field of work. Not so in 1975!
20. Today, changing role perceptions among young women may give rise to heightened tensions which can become socially dysfunctional. However, moderate-level conflicts need not eventuate into maladjusted behavior; they may serve as a motivational spur for the individual to seek personally-acceptable decisions which resolve conflicts between changing role perceptions and personal career orientations and plans.
21. As Wilson points out ... "In the 1969 data below, for example, personal career objectives at time of college entrance were not perfectly correlated with attitudes towards women's role in society among freshman women in two liberal arts colleges. (All numbers in parentheses are responses of Harcum 1974 freshmen).

Attitude toward women's role in society	Housewife	15-year goal projections	
		Career Woman*	Not certain
Conservative	60% (-)	23% (100%)	16% (-)
Moderate	42 (11)	38 (83)	20 (6)
Liberal	27 (-)	44 (84)	28 (6)

\* With or without children

"Freshmen expressing liberal views of women's role more frequently project 'marriage and career' goals than those with conservative views, who more frequently looked forward to being housewives. At the same time, more than one fourth (27%) of the freshmen with liberal views about women's place were thinking in more traditional terms about their own future."

Rather interesting similarities and differences are noted between the responses of the 1974 Harcum freshmen and those reported by Wilson. Highlights of these include:

- (1) Among the Harcum freshmen, most of whom are in career-related programs of study, far fewer expressed uncertainty regarding their 15-year goal projection than those sampled in the ACE surveys among diverse types of colleges/universities.
- (2) The few 'conservatives' among the Harcum group all selected career options, in sharp contrast to the ACE 1969 freshman sample.
- (3) 'Liberal' Harcum freshmen consistently avoided the 'housewife' option in their 15-year goal projections. Others were not so 'consistent': i. e., the 27% ACE respondents who opt for 'housewife'.
- (4) Harcum, as a comprehensive junior college offering a variety of career-oriented programs, might be expected to reflect a much greater proportion selecting 'career-woman' goals than those attending the varied schools sampled in the ACE survey. This, in fact, is the case. Among the Harcum respondents some

89% made such selections, whereas only 35% of the ACE sample project this goal for themselves 15 years hence. In contrast, whereas some 43% of the national sample aspire to a 'housewife' role in their 15-year future - among the Harcum sample this could only attract about 4% of the respondents. Clearly - this is the major difference in values and goals among these two groups.

22. Dr. Wilson concludes his article with these very cogent comments: "What college students plan to do or be after graduation affects their behavior as undergraduates in many educationally relevant ways. It is therefore worthwhile for educational planners and practitioners to know what those plans are, how they change during the college years, the ways they affect adjustment, and where and how the college can intervene usefully.... No college can rely on yesterday's understanding and yesterday's data regarding women's interests and needs, given the rapid pace of change."
23. To meet its obligations in this area, Harcum has an effectively functioning Career Resource Center which addresses itself vigorously... "to the process of monitoring the educational and career preferences, problems, and attitudes of women students." Sensitivity to the changing career outlooks and orientations of the young women attending Harcum characterizes this vital, academic-collateral service.

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Director, Institutional Research

May 1975

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## HARCUM JUNIOR COLLEGE

BRYN MAWR, PENNA. 19010

Office of Research  
IRR 75-26

(VI)

### Student Attitudes Regarding Harcum Learning Environment

1. In April 1975, Mark W. Blair, Evaluation Specialist, and Keith M. Kersher, Director of Evaluation for the Career Education Program of Research for Better Schools, Inc., Philadelphia, Pa. presented a paper at the annual meeting of the American Educational Research Association. This paper discussed the development and validation of an instrument to assess student attitudes toward traditional and non-traditional learning environments. They also co-authored a paper entitled, "Assessment of Student Attitudes Toward Learning". April 1975.
2. The measuring instrument designed after several revisions, the Assessment of Student Attitudes (ASA), consisted of 26 items which were constructed to yield four subscales: Attitude Toward Education in General; Attitude Toward School Curriculum; Attitude Toward School Resources; Attitude Toward School Counseling. The format designed for each response to these 26 items was a five-point Likert scale. These scaled items were presented in a questionnaire to all Harcum students in the Fall of 1975. Some 258 juniors and seniors responded anonymously to the questionnaire. They are enrolled in all Harcum programs but the Pre-pharmacy curriculum; therefore are broadly representative of the attitudes prevalent among the current Harcum student body.
3. For each item in the instrument, response options are presented as a five-point scale ranging from "Strongly Disagree" to "Strongly Agree". Weights of 1 to 5 are assigned respectively to each response item, the total score being the summation of all weights.
4. As the developers of this instrument noted in their April 1975 paper; "Likert's scaling technique was selected for the construction of scales of student attitudes toward learning environments since the developed instrument would rest neither on the ratings of judges nor on techniques which have been criticized for the lack of unequal intervals in the scales. The Likert approach has the added advantage of resultant summation scores which are an efficient means of securing information on individual and group attitudes, and which require no extensive written responses. An instrument consisting of Likert scales can also be administered and scored easily."
5. For the above-stated cogent reasons, the ASA instrument was considered to be an excellent means for assessing the attitudes of Harcum's current student body regarding the learning environment at the College. Group differences in collective attitudes are presented. These facts should be of particular interest to Program Directors as they reveal the attitudes of current students who have selected their programs of preparation. Other teaching faculty and staff-technical personnel will also find here information directly relating to student assessments of their areas of responsibility.



6. Among the 26 statements included in the ASA instrument 7 items were designed to assess student attitudes Toward Education in General. The maximum score (or 'best' in terms of positive attitudes expressed), on a scale of 1 = Strongly Disagree to 5 - Strongly Agree, would ideally be 5 points for each of the following 3 items multiplied by the number of student-respondents:

- (1) I've learned a lot from my college program.
- (2) Some of the ideas I've gotten in college have helped me get interested in some new areas.
- (3) I like college because I learn a lot of things there.

7. Conversely, for the following 4 items, a low number of 1, on a scale of 1- Strongly Disagree to 5 = Strongly Agree, would represent the maximum positive attitude. Therefore, the ideal score would be 1 point for each of the following items multiplied by the number of respondents:

- (4) College has always been boring - I can hardly wait until I'm out.
- (5) My parents are not very excited about the education I am getting.
- (6) My college program, in general, has not been very good.
- (7) College, in general, is not doing enough to prepare me for the life I'll lead after I graduate.

8. An analysis of the responses offered by these 258 students reveals the following facts relating to their attitudes Toward Education in General; numbers in parentheses being the total respondents in each program.

Animal Center Management (7) = 65% of "ideal" score as defined in paragraph 6 above.  
52% of "maximum" score as defined in paragraph 7 above.

As the above percentages reveal, among these Animal Center Management respondents there are somewhat more extensive positive attitudes Toward Education in General, specifically as they relate to items (1) through (3) in paragraph 6 above, in comparison with items (4) through (7) in paragraph 7 above. This specific pinpointing of differences can assist concerned and responsible staff-faculty personnel in helping to develop more prevalent positive attitudes in the specific areas identified.

Animal Technician (66) = 72% (see par. 6 above)  
52% (see par. 7 above)

Art (1) = 60% (see above)  
60% (see above)

Bus. Mgt. (9) = 71% (see above)  
32% (see above)

Commercial Art (2) = 80%  
43% E. C. E. (17) = 75%  
16%

Dramatic Art (1) = 50%  
29% Education (1) = 93%  
100%

<u>Fashion Design (5)</u>	=	71%	<u>Phys. Ed. (7)</u>	=	41%
		44%			37%
<u>General Studies (13)</u>	=	77%	<u>Pre-Nursing (8)</u>	=	75%
		35%			65%
<u>Interior Design (7)</u>	=	69%	<u>Retail Merch. (52)</u>	=	77%
		45%			58%
<u>Liberal Arts (11)</u>	=	74%	<u>Secretarial (26)</u>	=	77%
		45%			57%
<u>Med. Lab. Tech. (7)</u>	=	73%	<u>Social Service (10)</u>	=	68%
		50%			43%
<u>Med. Technology (5)</u>	=	83%	<u>Tourism/Travel (3)</u>	=	47%
		65%			63%

9. Scanning the above listing, it is immediately apparent that there is a wide variation in the perceptions of students enrolled in these Harcum programs of study. Insofar as their attitudes Toward Education in General are reflected by their responses to the 7 statements in the ASA questionnaire, those identified by the larger percentages expressed a more positive overall attitude than did those identified with the lower percentage figures. In every instance but one (the Education major - a single respondent), a more pervasive positive response was made to the 3 statements identified in paragraph 6 above than to the 4 statements included in paragraph 7 above.

10. It is therefore concluded that campus-wide, it might be well to place major emphasis upon those areas of the total College experience which are related to the latter 4 statements, since the average level of positive attitude here is 50% as contrasted with an average level of 70% for the other 3 statements.

11. Turning to the second general area assessed - Attitude Toward College Curriculum, the respondents in the various programs of study reacted to the following statements which were couched in 'positive' language:

- (1) There is a great deal being taught at Harcum that is useful for me as a person.
- (2) Most of the courses at Harcum are useful.
- (3) Much of what I learn in college I can use in a job.

12. Conversely, the following two 'negative' statements also assessed other dimensions of attitudes toward program of study:

- (4) The experiences I get in my college learning sessions have not really helped me to learn.
- (5) Education, even vocational education, doesn't help with your job when you leave college.

<u>Animal Ctr. Mgt. (7)</u>	=	64% 39%	<u>Interior Design (7)</u>	=	76% 47%
<u>Animal Technician (66)</u>	=	28% 55%	<u>Liberal Arts (11)</u>	=	47% 47%
<u>Art (1)</u>	=	87% 100%	<u>Med. Lab Tech. (7)</u>	=	77% 61%
<u>Bus. Mgt. (9)</u>	=	80% 57%	<u>Med. Technology (5)</u>	=	79% 71%
<u>Commercial Art (1)</u>	=	60% 67%	<u>Phys. Ed. (7)</u>	=	70% 42%
<u>Dramatic Art (1)</u>	=	47% 40%	<u>Pre-Nursing (8)</u>	=	82% 62%
<u>E. C. E. (17)</u>	=	71% 48%	<u>Retail Merch. (52)</u>	=	79% 68%
<u>Education (1)</u>	=	100% 25%	<u>Secretarial (26)</u>	=	84% 59%
<u>Fashion Design (5)</u>	=	67% 55%	<u>Social Service (10)</u>	=	61% 45%
<u>Gen. Studies (13)</u>	=	60% 40%	<u>Tourism/Travel (3)</u>	=	60% 57%

13. A wide variation is noted in the extent of positive attitudes Toward College Curriculum among respondents in the different programs of study. The average extent of positive attitudes relating to the 3 items included in paragraph 11 above is 69%. For the 2 items included in paragraph 12 above, it is 54%. Clearly then, it is the latter two items upon which greater emphasis should be placed in seeking to develop more pervasive attitudes towards these dimensions of Harcum curriculums.

14. The attitudes of this group of students Toward School Resources is assessed through responses to the following ASA items which were stated in 'positive' language:

- (1) My college has a lot of books and equipment that I can use to help myself learn.
- (2) I'd say Harcum was really worthwhile.
- (3) I used many new materials to help me in my college work.
- (4) My college uses a variety of ways to help us learn-not just a classroom & teacher.

15. Conversely, the following 5 statements, couched in 'negative' language, were designed to reveal other student attitudes relating to Harcum resources.

- (5) The teachers at Harcum do not seem to know enough about what they're teaching.
- (6) The facilities at Harcum are old and out-dated.
- (7) My college does not have very good equipment to help learning.
- (8) The people who run Harcum probably do not enjoy what they're doing.
- (9) The teachers I have in my college are not very interesting.

16. As in previous listings, the first percentage number reported for each of the following curriculums was determined by the method described in paragraph 6 above, and the second percentage number was determined by the method described in paragraph 7 above.

<u>Animal Ctr. Mgt. (7)</u>	=	59%	<u>Interior Design (7)</u>	=	65%
		47%			34%
<u>Animal Technician (66)</u>	=	59%	<u>Liberal Arts (11)</u>	=	59%
		39%			40%
<u>Art (1)</u>	=	73%	<u>Med. Lab. Tech (7)</u>	=	76%
		93%			58%
<u>Bus. Mgt. (9)</u>	=	57%	<u>Med. Technology (5)</u>	=	75%
		44%			58%
<u>Commercial Art (2)</u>	=	73%	<u>Phys. Ed. (7)</u>	=	71%
		36%			31%
<u>Dramatic Art (1)</u>	=	47%	<u>Pre-Nursing (8)</u>	=	71%
		36%			48%
<u>E. C. E. (17)</u>	=	67%	<u>Retail Merch. (52)</u>	=	72%
		47%			72%
<u>Education (1)</u>	=	93%	<u>Secretarial (26)</u>	=	79%
		83%			53%
<u>Fashion Design (5)</u>	=	58%	<u>Social Service (10)</u>	=	63%
		35%			43%
<u>General Studies (13)</u>	=	55%	<u>Tourism/Travel (3)</u>	=	47%
		7%			40%

17. The above listing again reveals substantial variation in extent of expressed positive attitude - from a low of 7% to a high of 93%. However, the very high percentages reflect the attitudes of but single individuals and therefore may not be representative of the group in the particular program of study. The average level of positive attitudes relating to the items noted in paragraph 14 above was 66%. For those items included in paragraph 15 above the average was 47%. Here again, among these 9 specific items, it is the last 5 which elicit a less general positive attitude among these students.

18. The fourth and final area assessed was Attitudes Toward School Counseling. The extent of positive attitudes among students enrolled in the various curriculums are revealed in the following paragraphs. The two statements couched in positive language were:

- (1) My college counseling program has shown me some interesting things about different careers.
- (2) The counseling program at Harcum has been good for me.

19. The three items which were reversed for scoring, i. e., were 'negative' student statements included:

- (3) There are very few people and places in my college that I can go to when I have a personal problem.
- (4) Not much of the advice I have gotten in my college has helped me decide on what I want for my future.
- (5) My college counseling program isn't really helping me get ready for things I'll do after I graduate.

20. As in prior listings, the first percentage number reported for each of the following curriculums was determined by the method described in paragraph 6 above. The second percentage was derived as described in paragraph 7 above.

<u>Animal Ctr. Mgt. (7)</u>	=	61% 53%	<u>Interior Design (7)</u>	=	54% 40%
<u>Animal Technician (66)</u>	=	48% 12%	<u>Liberal Arts (11)</u>	=	57% 26%
<u>Art (1)</u>	=	60% 33%	<u>Med. Lab. Tech. (7)</u>	=	61% 50%
<u>Bus. Mgt. (9)</u>	=	35% 31%	<u>Med. Technology (5)</u>	=	56% 43%
<u>Commercial Art (2)</u>	=	60% 33%	<u>Phys. Ed. (7)</u>	=	41% 33%
<u>Dramatic Art (1)</u>	=	50% 33%	<u>Pre-Nursing (8)</u>	=	68% 50%
<u>E. C. E. (17)</u>	=	55% 36%	<u>Retail Mercn. (52)</u>	=	49% 40%
<u>Education (1)</u>	=	70% 60%	<u>Secretarial (26)</u>	=	60% 61%
<u>Fashion Design (5)</u>	=	47% 39%	<u>Social Service (10)</u>	=	60% 60%
<u>General Studies (13)</u>	=	47% 52%	<u>Tourism/Travel (3)</u>	=	45% 40%

21. The average level of positive attitudes Toward School Counseling, as reflected in the 2 statements included in paragraph 18 above, is 54%. For the 3 statements included in paragraph 19 above it is 41%. Again, the areas represented by the latter three items would appear to be the ones in which the greatest potential improvement in positive attitudes exists.

22. Summarizing the extent of positive attitudes among these 258 students toward four major dimensions of the Harcum learning environment, the following tabulation lists the composite responses in descending order of extent of positive attitudes, expressed as a percentage of an 'ideal' score of 100% for each item:

Attitudes Toward:


Curriculum	=	62%
Education in General	=	60%
School Resources	=	56%
School Counseling	=	48%

23. Clearly, the most prevalent positive attitudes, campus-wide, were expressed in reference to Harcum programs of study. The least prevalent positive attitudes were expressed toward the various counseling efforts offered by the college community. This pinpoints an important dimension of the total learning-development process which can benefit from increased attention in the future.

24. If each student had, for each of the 26 statements in the ASA questionnaire, circled the most-positive score-value, this would have yielded an 'ideal' score of 100%. Therefore, the above summary may be interpreted to mean that for the first three listed areas, moderately positive attitudes (more than a majority in each case) are representative for this group of 258 students. For the last-listed item, less prevalent positive attitudes were expressed.

25. And finally - student-learner degrees of satisfaction with the Harcum learning environment, as reflected by the 26 attitude items included in the ASA questionnaire, are to be found in the following listing. If the composite, positive attitudes percentages for each program of study are listed in descending order of totals, the following rank-ordering occurs - the most prevalent positive attitudes being expressed by the first-listed group of respondents, the least-prevalent among those in the last program of study listed. Major attention should be directed to elevating the level of positive attitudes among those students enrolled in the higher numbered programs of study. The numbers in parentheses are the number of respondents in each program of study.

- |                                  |                             |
|----------------------------------|-----------------------------|
| 1. Education Associate (1 only)  | 11. Interior Design (7)     |
| 2. Art (1 only)                  | 12. Fashion Design (5)      |
| 3. Secretarial (26)              | 13. Early Childhood (13)    |
| 4. Med. Technology (5)           | 14. Business Management (9) |
| 5. Pre-Nursing (8)               | 15. Tourism/Travel (3)      |
| 6. Retail Merchandising (52)     | 16. Liberal Arts (11)       |
| 7. Med. Lab. Technician (7)      | 17. General Studies (13)    |
| 8. Commercial Art (2)            | 18. Physical Education (7)  |
| 9. Social Service (10)           | 19. Animal Technician (66)  |
| 10. Animal Center Management (7) | 20. Dramatic Art (1 only)   |

  
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# HARCUM JUNIOR COLLEGE

BRYN MAWR. PENNA. 19010

Office of Research

IRR 75-7

(VII)

## Admissions Recruitment 'Competition' For September 1975 Freshmen

1. In an articulation report entitled "The Survey of Space Availability for Freshmen and Transfers" dated March 15, 1975, Vol. 4. No. 1, the Middle States Association of Colleges and Secondary Schools summarizes timely information of particular interest to Harcum — the extent of 'competition' for 1975 freshmen women among colleges in the Middle Atlantic States of Penna., New York, New Jersey, Maryland, Delaware and District of Columbia. Since an average of 85% of Harcum's student population over the past 12 years have resided in these states, this information is particularly germane.

	<u>5-yr. Average *</u>	<u>1975</u>
Colleges reporting vacancies	287	324 or 13% greater
<u>Range = 232 to 351</u>		
<u>* 1970/1974</u>		

2. As the above comparison reveals, 'competition' for 1975 freshmen is considerably above the past 5-year average at a comparable calendar period. This is equally true when comparison is made with the number of colleges last year, this date, still reporting freshman class vacancies — namely 289. Unfortunately, whereas in last year's report (IRR 74-8), volume of applications received by 5 April '74 was 60% greater than the prior year, that date — this year the comparison reveals that application volume has decreased 8% when compared with April 1974.
3. Most members of the Harcum community are keenly aware that the level of academic motivation among incoming students, as well as the total size of each incoming class, are both basic dimensions which are absolutely essential to the continued academic/financial health of the College. And it is almost like "carrying coal to Newcastle" to suggest that a fully-informed and enthusiastic staff are the best 'guarantees' for such continued 'health'. As the chairman of the recent evaluation team has noted — it is their....."judgment that Harcum is a fundamentally healthy institution."
4. Let's all help to keep it so!

Boris Blai, Jr., Ed. D.  
Director, Institutional Research

April 1975



Office of Research  
IRR 75-16

## HARCUM JUNIOR COLLEGE

BRYN MAWR, PENNA. 19010

(VII)

### Analysis of Freshman Applications Sources

- 1- The following information relates to available facts provided by the 650 freshman applicants, to date, who requested consideration for September 1975 enrollment. These facts reveal the multi-sources through which prospective 1975 freshmen first learned about the College. They also indicate the many, many high schools throughout the country from which these applicants applied (at last count - some 3591). Only 454 of these applicants furnished information regarding the source of their first knowledge of Harcum. This does, however, mean that what follows reflects the facts for a sizeable 70% of the 650 total.
2. Table 1 presents, in descending order of frequency, the numerous and varied sources bringing Harcum to the attention of prospective students. Once again, as analyses in previous years have revealed, high school guidance counselors are the single most important source. This year they represented one-third (33%) of the total. This is the equivalent of the next five-ranked sources, combined! Friends, peer group and other, is the other 'major' contributor for such information - some 15% of the total. When "Harcum alumnae" are added, these three source-categories alone, represent a majority (64%) of the 454 respondents who indicated a source from which they first heard about Harcum.

Table 1:-Sources of "First-Information" about Harcum

1. High school counselors	184	13. Veterinary schools	9
2. Friends	82	14. Relatives	8
3. Harcum alumnae	24	15. Harcum staff members	7
4. Veterinary doctors	22	16. Harcum students	6
5. Family	17	17. Magazines	6
6. College guide books	16	18. College nights	2
7. Harcum catalog	15	19. Optometric Association	2
8. Harcum ads (newspaper)	14	20. Harcum posters	2
9. College Fairs	12	21. High school computer files	2
10. Visits to high schools	11	22. B'nai B'rith	1
11. Seventeen Magazine	10	23. Retail store manager	1
12. AVMA	10	24. Educational consultant	1

3. Table 2 presents, in descending order, those areas which were 'productive' in terms of deposit paid; expressed as a percentage of the total applications received from that specific area. The hyphenated numbers in parentheses identify, to the left of the hyphen, the number of deposits received, and to the right of the hyphen, the total number of applications received.

4. This deposit paid density distribution definitely delineates different degrees of declinations. At least 50% of the applications received from the states of New Hampshire, Pennsylvania, Delaware and Ohio were followed by deposits-paid acceptances of Harcum's invitation to attend. Harcum's previous pattern of drawing students predominantly from Pennsylvania and its contiguous states continues for the September 1975 freshman class.

Table 2:- Deposits paid "productivity" -by areas  
By States

1. Ohio	(4-6) = 67%	9. Virginia	(3-8) = 38%
2. Delaware	(5-8) = 63%	10. Illinois	(1-3) = 33%
3. Pennsylvania	(225-407) = 55%	11. Massachusetts	(2-8) = 25%
4. New Hampshire	(2-4) = 50%	12. Florida	(0-1) = 0%
5. Maryland	(7-15) = 47%	13. Michigan	(0-1) = 0%
6. New Jersey	(42-94) = 45%	14. R. Island	(0-1) = 0%
7. Connecticut	(6-15) = 40%	15. Vermont	(0-1) = 0%
8. New York	(13-39) = 39%	16. Wisconsin	(0-1) = 0%

Foreign/Overseas

Puerto Rico	(1-2) = 50%
Bermuda	(0-1) = 0%
Panama	(0-1) = 0%
Iran	(0-1) = 0%
Mexico	(0-1) = 0%

By Counties/Cities

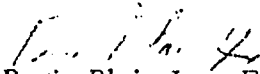
1. Pittsburgh, Pa.	(4-5) = 80%	17. Lancaster/Harrisburg/York area, Pa.	(21-43) = 49%
2. Southern Shore, N. J.	(9-12) = 75%	18. Philadelphia, Pa.	(37-85) = 44%
3. Washington, D. C.	(8-11) = 73%	19. Baltimore, Md.	( 4-9 ) = 44%
4. Upper State, Pa.	(14-20) = 70%	20. Central Pa.	( 3-7 ) = 43%
5. Montgomery Co., Pa.	(53-79) = 67%	21. Trenton/Burlington area, N. J.	( 5-12 ) = 42%
6. Chester Co., Pa.	(29-50) = 58%	22. Long Island, N. Y.	(6-15) = 40%
7. Wilkes-Barre/Scranton area	(9-16) = 56%	23. New York, N. Y.	(2-5) = 40%
8. Delaware Co., Pa.	(34-62) = 55%	24. Morris Co., N. J.	(2-5) = 40%
9. Bucks Co., Pa.	(7-14) = 50%	25. Western Pa.	(3-8) = 38%
10. Berks County, Pa.	(2-4) = 50%	26. Union Co., N. J.	(3-9) = 33%
11. Camden, N. J.	(7-14) = 50%	27. Bergen Co., N. J.	(2-7) = 29%
12. Mercer County, N. J.	(2-4) = 50%	28. W. Chester Co., N. Y.	(2-8) = 25%
13. Middlesex Co., N. J.	(1-2) = 50%	29. Essex Co., N. J.	(1-10) = 10%
14. Monmouth Co., N. J.	(3-6) = 50%	30. Chicago, IL.	( 0-1 ) = 0%
15. Warren Co., N. J.	(1-2) = 50%		
16. Richmond, Va.	(2-4) = 50%		
31. Rockland County, N. Y.	(0-2) = 0%		
32. Somerset County, N. J.	(0-2) = 0%		
33. Ocean County, N. J.	(0-2) = 0%		

3. As Table 2 reveals, 50% or more of the applications received from the first sixteen geographic locations 'translates' into deposits-paid acceptances. This substantial-to-high rate of 'yield' would suggest that maximum results from recruitment efforts are to be looked-for from these particular areas. However, this does not imply, or suggest, that the other regions identified should not continue to receive a fair share of recruitment attention. Collectively, this latter group contributed more than 90 deposits-paid acceptances to attend Harcum as freshmen in September 1975.

4. Multiple applications were received from 99 public and private secondary schools; ranging from 2 to 12 - the latter being Overbrook High School in Philadelphia. Other 'large' multiple-application schools included 10 from Haverford School, 9 from Archbishop Carroll, Montgomery Co., Pa.; 9 from Lower Merion, Montgomery Co., Pa.; 8 from Cardinal O'Hara, 8 from Archbishop Prendergast, Delaware Co., Pa.; 8 from Parkway School, Philadelphia; 8 from Phoenixville, Pa.; 8 from Great Valley, Chester Co., Pa.; 7 from Gwynedd Mercy, 7 from Upper Merion, and 7 from Harriton, all of Montgomery Co., Pa.; 6 from Bartram Motivation, Philadelphia; 6 from Upper Darby, Delaware Co., Pa.; 6 from Marple-Newtown, Delaware Co.; 5 from Ridley, Delaware Co., Pa.; 5 from Simon Gratz, Philadelphia; 5 from Downingtown, Pa.; and 5 from West Essex, N. J.

5. Channeling to high school counselors Harcum feedback information, particularly as it relates to student growth and development, is vitally essential to keep future freshman enrollments at a 'healthy' level for the College. Every member of the Harcum community can be an effective Harcum Ambassador by personally helping to keep these guidance counselors fully informed regarding the Harcum story.

6. Contact a counselor today! Offer to help tell the Harcum story. After all, no one is better qualified than you, to give a first-person account!

  
Boris Elai, Jr., Ed. D.  
Dean of Administration

31 July 1975

Index to Institutional  
Research Reports and Publications

IRR 75-1

Prepared by  
Office of Research  
Harcum Junior College  
Bryn Mawr, Pennsylvania 19010



## HARCUM JUNIOR COLLEGE

BRYN MAWR. PENNA. 19010

### Overview

Someone once characterized research as a systematic search for undiscovered truths. It therefore would follow that institutional research is that systematic search concerned with undiscovered truths about an institution.

As a result of perceptive decisions by its Board of Trustees, Harcum has, throughout the past Decade of Development, achieved an exciting vitality of educational purpose. College management, under the dynamic executive guidance and leadership of Harcum's fourth president, Dr. Michael A. Duzy, has come to recognize the timely need, in this era of educational accountability, for realistic self-evaluation. Through on-going and vigorous questioning of its policies, programs, and practices, the College has demonstrated a consistent 'track record' in the all-important management practice of realistic self-evaluation.

It is for this express purpose of reassessment that the Office of Institutional Research was established; to test existing goals and practices for current strength and vitality. It is why the 448 research reports and published articles indexed in this compilation have been prepared. The referenced documents have received wide dissemination among Harcum faculty and staff personnel, as well as others who have expressed an interest in the College.

Assessments designed to improve the College; this has been the keystone of Harcum's efforts in this area. The results documented in this index supercede the index dated November 1972. To facilitate its use it is organized into 8 sections, each consisting of a chronological listing of Institutional Research Reports (IRR's) and Research Memoranda (RM's) germane to the subject-area. In addition, a ninth section references the 84 articles, to date, published in some 20 journals.

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## HARCUM JUNIOR COLLEGE

BRYN MAWR, PENNA. 19010

### Will Independent Junior Colleges Survive? by

Boris Blai, Jr.  
Director of Research

More than a few educators and government officials are predicting spending cuts of as much as 30 percent in the field of post-secondary education during the next ten years. Shrinking enrollments, diminished dollars for instruction, services, and activities, as well as materials and faculties, are the dire predictions they offer. Some speak of a protracted period of depression, wherein intense competition will exist for fewer numbers of faculty and administrative positions. Yet, the situation may not be as grim as it sounds. Bonham suggests that some institutions and some individuals may actually benefit from the anticipated changes. Astute management, for example, "could result in a beneficial distillation of curricula, in a sharper focusing of institutional goals and capabilities...in a 'tighter' ship that is also a better ship."

Many private, independent two-year colleges have been leaders in trying new methods of teaching, new ways of counseling; new ways of contributing to the welfare and growth of each student, and, through systematic institutional research, new ways of effectively evaluating how well they have imposed their self-imposed goals and objectives. Harcum Junior College in Bryn Mawr, Pennsylvania, for example, utilizes an employer-based evaluation plan to gauge program effectiveness. Since a very large part of the college's institutional budget is devoted to occupational curricula, such evaluations are considered essential elements for any practical system of educational accountability.

Let's examine the evidence. Today there are over 250 private junior colleges in the United States. They represent more than 13% of the two-year colleges in the country; the total consisting largely (87%) of public, tax-supported community colleges. The student clientele attending private colleges number in the neighborhood of 140,000, comprising about 5% of those in attendance at all two-year institutions.

Within the private sector, in terms of institutional affiliation and/or support, there are two principal groups; the private, independent junior college which usually operate under the control of self-perpetuating boards of trustees, and the private, church-related institutions. For the most part, the private, independent colleges receive their financial support from tuition, endowments, and the gifts of alumni and friends. About half are coeducational, and the majority are residential colleges, providing housing and attracting students from beyond the local community. It is upon the 152 private, independent junior colleges that we focus.

Probably the greatest transformation that occurred in higher education during the 1960's was the now well-documented growth of the two-year college movement. With little fanfare, junior colleges developed into a major force in American education. As late as



1958, less than 400,000 students were enrolled nationally. Within a decade, this number had quadrupled; and five years later in 1973, the total exceeded 3,000,000. By 1980, it is expected that 40 out of each 100 students enrolled in higher education will be attending two-year colleges - with a total enrollment of 5 million! The independent two-year colleges have been a part of this growth. Freedom to experiment and innovate in the classroom and to adapt their educational offerings to the specific needs of their clientele have contributed to the sustained vitality of independent two-year colleges.

A goodly number of independent colleges have created or joined other institutions in their international study programs and culturally-enriching activities. Still others have taken advantage of their campus locations to offer unique and unusual teaching-learning experiences. The Washington Summer Program at Mount Vernon Junior College, Washington, D. C. includes both course offerings and internship programs. The program combines the advantages of classroom experience with all the opportunities to observe and participate in the practical dynamics of national government at the Capitol.

In contrast to the tax-supported community colleges, many private, independent junior colleges have retained the virtue of small size, offering as it does greater opportunity to work closely with individual students and to develop special programs for them. Although size considerations do impose some problems in terms of limited faculty, finances, and facilities, many colleges have demonstrated sound management thinking to compensate for tight resources. In further enrichment endeavors, clusters of these colleges exchange teachers and staff members, holding workshops and symposia to increase the knowledge of both faculty and staff. Other colleges demonstrate leadership in instructional experimentation, devise more viable course patterns, and disseminate the results of useful discoveries that increase the effectiveness of the teaching-learning transaction. Results are shown in terms of successful transfer records and employment achievements of their students.

Since more than half (52%) of these independent colleges are at least 45 years old, having founding dates prior to the Great Depression of the 1930's, they have by definition 'weathered' the severe economic drought of that period. This suggests that many have a 'track record' of practical management competence. As in other aspects of junior college development, the financing patterns and success of individual institutions reflects, essentially, the quality of the management decisions made by its executive management and boards of trustees. Knowing the 'who', 'what', 'why', 'when', and the 'how' of sound financial management is a critical dimension of educational administration; most particularly urgent today as we listen to the insistent ticking of the accountability clock.

One of the greatest challenges to private junior colleges is to investigate alternative strategies that are adaptable to particular college settings. In order to do so, goals and measurable objectives must be carefully delineated and designed in order to attain those goals and the specific needs of students.

A 1965 study by Pine Manor Junior College in Massachusetts found that private junior colleges have patterns of expenditure which differ from those in other types of institutions; having lower instructional costs, they spend proportionately more than do four-year colleges for general administration, student services, public services, and general institutional expenditures, and have lower expenditures for libraries. Since these schools depend heavily upon student fees and since private expenditures are being curtailed and independent colleges are suffering severe cutbacks, it is unfortunate that neither existing federal legislation nor

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the administrative branch of the government has adequately recognized or supported these private institutions. At present, they have but minimal representation in the U. S. Office of Education, and have not received an equal share of federal funds appropriated for education. Richard Whitter, Executive Director, National Council of Independent Junior Colleges, abstracting HEGIS data (National Center for Educational Statistics, U.S. Office of Education), reveals modest revenues from federal grants: 1968-69 = 4.1%; expressed as a percentage of current funds revenues; for academic 1969-70, some 4.9%; 1970-71 = 5.2%; and 1971-72 = 8.7%.

Mackay highlights some of the distinct advantages of the private two-year college that contribute to their educational effectiveness and increase their general 'index' of survival.

These include community projects, remedial courses, international projects, in-service training, cooperative programs with other schools, and inner-city disadvantaged programs. Almost 170 people involved in these institutions offered examples of innovations and stimulating, imaginative practices. Selected samples of some of these programs and activities show their scope and their efforts to institute programs with special appeal. Community projects, for example, are conducted at Dean Junior College (Massachusetts) wherein various civic services are provided to local governments in and around the college and at Westbrook Junior College (Maine) leadership seminars to train civic leaders in the Portland area and weekly seminars for parents of adolescents are conducted. Spartanburg Junior College (South Carolina) has a special summer program for 'high risk' students in English and Mathematics, while Harcum Junior College (Pennsylvania) conducts follow-up studies of calculated-risk (provisionally-admitted) freshmen.

International projects are also popular. Bennett College (New York) has an Overseas Service Program which includes preparation and in-service training for bi-lingual secretaries, an overseas experience for design majors, and an East-West Studies Program. Green Mountain College (Vermont), in conjunction with the University of Vermont, has a junior year abroad program.

In-Service Training has been instituted at Lees Junior College (Kentucky) wherein an intensive self-study is conducted in depth at the end of the academic year for two weeks. The entire faculty studies and analyzes philosophy, curricula, and directions of the college, and relates these to their own individual courses. A Faculty Growth Program, a Title III program at Monticello College (Illinois) has established sabbaticals to visit other campuses, do small projects, and assemble learning materials. At Alice Lloyd College (Kentucky), the 'Human Encountering' Project brings four Appalachian colleges and the Council of Kentucky Independent Colleges and Universities together. Colleges to which students from Alice Lloyd have gone on these exchanges include Cornell, Kenyon, Wittenberg, Harvard, Garland Junior, and Radcliff. Union College's (New Jersey) extensive program in astronomy and sky study establishes a working partnership with public and parochial school systems of the county. Their observatory is also used by nearby colleges and professional scientific groups.

Inner City-Disadvantaged Projects also abound in the private colleges. With OEO Funds, ghetto girls train to become teaching aides and Garland Junior College (Massachusetts) in cooperation with the Boston Welfare Department, trains married women receiving welfare assistance to become teaching aides. Utilizing Chicago as a 'laboratory', Kendall College (Illinois) involves students in Day Care Center-Cook County Hospital and a variety of community action projects. Experiences also include ecological studies of Chicago and environs.

As they compete for support in the academic marketplace, the financing of private junior colleges, both church-related and independent, looms as a major financial management challenge. For the church-related sector, schools may look to support from constituent bodies, as well as tuition and other fees, gifts, grants, and alumni assistance. Independent two-year colleges must make-do without support from constituent bodies. Their financial solvency must be achieved without this added source of income. Under these circumstances, it is therefore particularly noteworthy that many private independent junior colleges continue to enjoy prospects for a long, vigorous, and productive life.

Although cost effectiveness is only one of several practical steps toward institutional vitality, it is one giant step toward survival. Today, in another tight economy, America's independent junior colleges must limit their hiring of new faculty, and reduce the number of courses, small classes, and too many administrators overseeing programs. They must limit their expenses by curtailing program expansion; they must reexamine themselves individually and collectively and apply practical management skills to their problems.

Although the financial struggle is there and management must be especially adept in a tight market, from a qualitative standpoint, there has never been any doubt about the soundness of junior college programs. Evidence of a very convincing nature indicates that this will continue to be true. The 1964 Junior College Directory reports 59.1% of the junior colleges in the United States accredited by regional accrediting associations. The 1972 Directory reveals that 74% of independent junior colleges were accredited.

As an integral and significant part of the junior college movement, private junior colleges will continue, the successful ones possessing two characteristics: a commitment to the junior college movement as a field in which their future lies, and equal commitment to institutional purposes which go beyond being merely competitors of public two-year colleges. With all this, in order to survive, these private independent colleges must focus attention on their educational program and their services to society (unless institutions fulfill a need and serve a great purpose in the 70's, why should they survive?); find time to do the necessary planning with both short-term and long-term goals; focus on well-rounded continuing development programs which emphasize support for and opportunities for investment in worthwhile educational objectives; and enlist trustees and other volunteers who will believe in, work for, and give adequate support to their programs. Well-defined educational objectives relevant to these times are necessary as are effective student recruitment programs designed to bring to the institution the quality and quantity of students who can best be served. Able management well-rounded development programs, trustee leadership, and favorable state and federal tax laws are also prerequisites to continuing existence.

One last dimension should be noted. In one sense, it is an integral part of all others: it is evaluation, the fifth step within the total management process of Plan, Organize, Staff, Execute, and Evaluate. Ignorance is more costly than education. For some time industry has realized that institutional research (or self evaluation) is essential to the successful accomplishment of the first four steps in the management process. Education, very much like industry, should also be asking many searching questions of itself because education has actually become big business. Within this framework, institutional research and evaluation of institutional effectiveness are important.

The time is now long-overdue to recognize the mutuality of interests and common goals of private and public two-year colleges. Clearly, a remarkable and inviting future is ahead for those who prepare professionally to have a part in what is perhaps the most noteworthy educational development of this century. Helping to prepare students to effectively assume their varied roles within today's highly complex and competitive world is the common thread; it links both in an exciting common cause. Realistically, both public and private two-year colleges must recognize that contemporary Americans from all socio-economic backgrounds are expected to assume varied roles throughout the course of their lives.

There is no education technology which will ever substitute for education management. I paraphrase George Bonham, who recently noted that higher levels of both competence and perception are going to be required as a matter of course. Those two-year, independent junior colleges which continue to achieve them will play an important role in the future academic world. For these colleges to survive, it is sine qua non to avoid the twin pitfalls of complacency and misdirection by achieving higher levels of both perception and competence. Harcum anticipates being among those which will continue!

1975

Index to Harcum Institutional  
Research Reports

IRR 75-17

Prepared by  
Office of Research  
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## HARCUM JUNIOR COLLEGE

BRYN MAWR, PENNA. 19010

### Overview

Someone once characterized research as a systematic search for undiscovered truths. It therefore would follow that institutional research is that systematic search concerned with undiscovered truths about an institution.

As a result of perceptive decisions by its Board of Trustees, Harcum has, throughout the past Decade of Development, achieved an exciting vitality of educational purpose. College management, under the dynamic executive guidance and leadership of Harcum's fourth president, Dr. Michael A. Duzy, has recognized the timely need, in this era of educational accountability, for realistic self-evaluation. Through on-going and vigorous questioning of its policies, programs, and practices, the College has demonstrated a consistent 'track-record' in the all-important management practice of sound self-evaluation.

It is for this express purpose of reassessment that the Office of Institutional Research was established; to test existing goals and practices for current strength and vitality. It is why the 388 research reports have been prepared. The referenced documents have received wide dissemination among Harcum faculty and staff personnel, as well as others who have expressed an interest in the College.

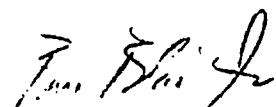
On-going assessment designed to improve the College; this has been the keystone of Harcum's efforts in this area. The results documented in this index supercede the index dated January 1975. To facilitate its use it is organized into 8 sections, each consisting of a chronological listing of Institutional Research Reports (IRR's) and Research Memoranda (RM's) germane to the subject-area.

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**NOTE:** The parenthetical notation in the upper right-hand corner of each IRR, (Roman numerals I to VIII) indicate the section of this index under which the IRR should be posted thus providing at all times a ready reference to institutional research documents.

August 1975

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Boris Blai, Jr. Ed. D.  
Dean of Administration



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Research Office, Administration Division

(VIII)

Since 1963, some 103 research studies carried out by the Research Office have been published in the following professional journals which are listed below alphabetically:

1. Catalog of Abstracts-American Psychological Association
2. College Management
3. College & University
4. College Student Journal
5. College Student Personnel Abstracts
6. Educational Media
7. EPDA Institute
8. ERIC-Topical Paper: Jr. College Clearinghouse. Univ. of Cal. at L. A.
9. Future
10. Improving College & University Teaching
11. Internat'l Journal of Instructional Media
12. Journal of Experimental Education
13. Journal of Nat'l Association of Women Deans & Counselors
14. Junior College Journal
15. New Directions in Community Colleges
16. Personnel Journal
17. Psychology
18. Research in Education (ERIC)
19. Scientia Paedagogica Experimentalis
20. SCRIBE: Penna. State Ed. Assoc.
21. The Journal: College & University Personnel Assoc.
22. Women Studies Abstracts

To facilitate ready reference - these articles which are listed below, are indexed chronologically by subjects, listed alphabetically.

ACADEMIC ACHIEVEMENT:

1. Measuring Educational Progress Through 'Before' and 'After' Testing  
Psychology. May. Vol. 5. No. 2. 1968
2. Predicting Academic Performance from Expectancy Tables  
Personnel Journal. November. Vol. 47. No. 11. 1968
3. Evaluation of Harcum's Effects on Student Achievement  
Psychology. May. Vol. 9. No. 2. 1971
4. Ibid  
RIE-ERIC. Vol. 7. No. 4. April 1972
5. Roommate Impact Upon Academic Performance  
Psychology. September. Vol. 9. No. 3. 1972
6. Ibid  
RIE-ERIC. October. Vol. 6. No. 19. 1971
7. The Nelson-Denny Reading Test and Harcum-earned Academic Averages  
RIE-ERIC. March. Vol. 7. No. 3. 1972
8. Parietals and Academic Achievement at Harcum Junior College  
Psychology. Nov. 1974. Vol. 11. No. 4.
9. Ibid  
Women Studies Abstracts. Summer 1975. Vol. 4. No. 2
10. Some Biochemical Correlates of Academic Performance  
RIE-ERIC. 1975. (in press)
11. Poor Academic Performance- Why?  
RIE-ERIC. 1975 (in press)

ADMISSIONS:

12. Expectancy Tables and College Admissions  
Junior College Journal, February. Vol. 36. No. 5. 1966
13. What's Bugging High School Counselors?  
College Management. December 1966
14. Pressures and Practices in College Admissions  
College and University. Winter. 1967

15. Smaller Junior College Admissions Criteria, Selections and Enrollments  
Research in Education (ERIC) Vol. 4. No. 1. 1969
16. Smaller Junior College Admissions Criteria, Selections and Enrollments  
Scientia Paedagogica Experimentalis (Belgium) Jan. Vol. VII. No. 1. 1970
17. Employment of 'Field' Admissions Personnel Among Junior Colleges  
Research in Education (ERIC). December. Vol. 5. No. 12. 1970

FACULTY:

18. Evaluating Faculty Instruction  
Scientia Paedagogica Experimentalis (Belgium) Dec. 1968
19. Faculty Advisor Guidance/Counseling Manual  
Research in Education (ERIC) January 1970
20. Faculty Attitudes About Student Participation in Academic and Social Policy-Making  
Research in Education (ERIC). September. Vol. 5. No. 9. 1970
21. Faculty Attitudes About Student Participation in Academic and Social Policy-Making  
College Student Personnel Abstracts. Summer 1971. Vol. 6. No. 4
22. Faculty-Ranked Importance of Several Criteria in Pay-Promotion Matters  
Scientia Paedagogica Experimentalis (Belgium) Vol. IX. No. 1. 1972
23. Faculty Effectiveness-A Pilot Study of Student Evaluation at HJC  
RIE-ERIC. April. Vol. 7. No. 4. 1972
24. Values and Perceptions of a Private Junior College Faculty; Public Community College  
Faculties, and Students  
RIE-ERIC. August 1972. (ED 061945)
25. Two-Year College Faculty Attitudes: Innovation Readiness  
Scientia Paedagogica Experimentalis (Belgium) Vol. X. No. 1. 1973
26. Ibid  
RIE-ERIC. March 1973 (ED 069273)
27. Two-Year College Faculties: Their Values and Perceptions  
Psychology. Nov. 1973. Vol. 10. No. 4
28. Ibid  
RIE-ERIC. September 1973 (ED 076194)

GRADES:

29. Studies Related to Grades and Grading Practices at Harcum  
Research in Education (ERIC) May. Vol. 5. No. 5. 1970
30. 'Cut' Policy and Earned 'Deficiency' Grades of 'D' and 'F'  
Psychology. Vol. 9. No. 2. May 1972
31. 'F' and 'I' Grade Patterns. 1969-70 to 1974-75  
RIE-ERIC. June 1975 (ED 103037)

GUIDANCE:

32. Why Guidance?  
Personnel Journal. January. Vol. 44. No. 1. 1965
33. The Student Personnel Program-Cn The Threshold?  
Personnel Journal. November. Vol. 45. No. 10. 1966
34. Test Interpretation: A Major Guidance Division  
Personnel Journal. May. Vol. 47. No. 5. 1968
35. Recommended Student Counseling Referral Procedure for Faculty & House Directors  
College Student Personnel Abstracts. Vol. 6. No. 4. Fall. 1970
36. Ibid  
College Student Personnel Abstracts. Vol. 6. No. 4. Fall 1970
37. Psychometric Evaluation of Harcum Freshmen: 1962-1970  
RIE-ERIC. October. Vol. 6. No. 10. 1971
38. Interpreting Nelson-Denny Reading Test Scores  
RIE-ERIC March. Vol. 7. No. 3. 1972
39. Psychometrics at Harcum  
RIE-ERIC: July 1972 (ED 061254)
40. Who Is Emotionally Mature?  
Psychology. Vol. 12. No. 2. May 1975
41. Guidance & Counseling in a Two-Year College  
Psychology. August 1975. Vol. 12. No. 3
42. Counseling for 'Total' Student Development  
Psychology. Vol. 12. 1975

HARCUM PROGRAMS:

43. Reading Improvement Associated With Harcum Reading Development Program  
RIE-ERIC. July. Vol. 6. No. 7. 1971
44. Sustained Student 'Holding Power' at Harcum  
Psychology. Feb. 1973. Vol. 10. No. 1
45. Harcum Educational Outcomes  
Psychology. Vol. 10. No. 4. Nov. 1973
46. "Total" Learning/Development at Harcum Junior College  
Psychology. Vol. 11. No. 1. February 1974
47. Library Circulations: 1969/1973-74  
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INSTITUTIONAL RESEARCH:

48. Institutional Research - A Junior College Management Tool  
The Journal-College & University Personnel Assoc., Feb. Vol. 20. 1969
49. Institutional Research Studies, Motivation & Learning of Harcum Students  
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50. Why Education Research?  
Educational Media. Nov./Dec. Vol. 3. No. 2. 1970
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51. Institutional Research at Harcum Junior College, in "The Practitioner Views Institutional Research"  
ERIC Clearinghouse for Junior Colleges, UCLA: Topical Paper No. 3. Feb. 1972
52. Institutional Research Studies (Semi-annual summary: July/Dec. 1971)  
RIE-ERIC. Vol. 7. No. 4. April. 1972
53. Institutional Research and Long-Range Planning (In Pursuit of Excellence)  
EPDA Institute Long-Range Planning for Independent Junior Colleges. April 1973.  
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54. Institutional Research for Two-Year Colleges: Community and Junior  
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56. America's New Standard of Higher Education - The Junior College Future, January 1965
57. Junior College Appraisal Techniques  
Research in Education (ERIC) August. Vol. 5. No. 8. 1970
58. First-to-Second-Year Attrition Among Junior Colleges  
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59. Junior College Appraisal Techniques  
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60. Two-Year College Dropouts: Why Do They Leave? Who Are They? How Many?  
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61. Ibid  
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62. An In-Depth Evaluation of Harcum by '74 Graduates  
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63. Will Independent Junior Colleges Survive?  
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64. What Makes A Good Junior College Teacher?  
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71. Art Education - Means or End?  
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72. Description of an Experiment in the Conception of Learning-Development at Harcum Junior College  
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73. Non-Traditional Instructional Media  
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78. Dedication to Others  
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80. What is a College?  
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81. Research Studies Completed at Harcum Junior College (6 questionnaire studies)  
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82. The Experimental School Calendar  
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83. The Harcum 'Generation Gap' in Semantics  
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85. Simpler Statistics - Summarized  
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86. Some Basics of Sound Human Relations  
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#### OCCUPATIONS:

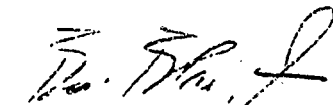
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96. 'Success' of 'Calculated Risk' Students at Harcum Junior College  
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99. Educational Goals and Selected College-Related Valuations of Public and Private Junior College Students  
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101. Values and Perceptions of Public and Private Junior College Students  
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102. Students At A Private Junior College; in  
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Autumn 1973. No. 3. Jossey-Bass, Inc., San Francisco
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